

**This qualification is now withdrawn**

## Qualification Specification

NCFE CACHE Level 2 Diploma in Food Production  
and Cooking in Early Years

QRN: 601/3809/9

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and Cooking in Early Years QRN 601/3809/9

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# Summary of changes

This section summarises the changes to this Qualification Specification since version 4 July 2018.

Version	Publication Date	Summary of amendments
v4.1	April 2019	Safeguarding guidance added
v4.2	July 2019	Addition of logo for the London Early Years Foundation (LEYF) to the Qualification summary. Update to website sections with links/references to QualHub.
v4.3	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
v4.4	April 2020	Update to Unit CEY 11: Prepare, produce and finish basic egg dishes: <ul style="list-style-type: none"><li>• LO2 AC2.2, the term <a href="#">quality</a> has been made bold</li><li>• <a href="#">Additional information</a> provided.</li><li>• <a href="#">Assessment task 2</a> amended.</li></ul>



# Section 1: General introduction

## About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

## How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### **Competence / Skills based learning outcomes:**

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

### **Knowledge based learning outcomes:**

- Begin with 'Know', 'Understand' or 'Know how to'.

## Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.

We use GL to refer to the estimated guided learning hours at unit level.

## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

## Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

**All** our qualification documents are version controlled, allowing you to check for updates or revisions.

## The Public Website

Our public website address is [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

## The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserves the right not to accept future entries from you.

## Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

## Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

## **Section 2: About this qualification**

## Qualification summary

<b>Title</b>	NCFE CACHE Level 2 Diploma in Food Production and Cooking in Early Years		
<b>Qualification number</b>	601/3809/9		
<b>Aim</b>	<p>The aim of this qualification is to provide learners with the knowledge, understanding and skills required to work collaboratively in an early years setting, to produce hot and cold food which meets individual nutritional requirements in accordance with food safety regulations.</p> <p>It has been developed in partnership with the London Early Years Foundation (LEYF)</p>  <p>and the Children's Food Trust.</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>D. Confirm occupational competence and/or 'licence to practice'</p> <p>D1. Confirm competence in an occupational role to the standards required</p>		
<b>Total Qualification Time (Hours)</b>	570		
<b>Guided learning hours</b>	447		
<b>Credit value</b>	57	<b>Minimum credit at / above Level</b>	57
<b>Minimum age of learner</b>	16		
<b>Age ranges covered by the qualification</b>	0-5		
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will need to be working, volunteering or on practical placement as they will need to show competence in both knowledge and skills.		

<b>Rules of Combination</b>	Learners must achieve a minimum of 57 credits to complete this qualification. To do this they must achieve 41 credits from Mandatory Group A and at least a further 16 credits from Optional Group B.
<b>Progression</b> including Job Roles (where applicable)	Learners taking this qualification can progress to become cooks in early years settings. They may also wish to progress to other Level 3 Cooking and Hospitality qualifications.
<b>Recommended assessment methods</b>	This qualification will be internally assessed using a range of assessment methods. This could include a portfolio of evidence, written assignments or a task set by us.
<b>Additional assessment requirements</b>	The units within this qualification must be assessed in line with our assessment strategy.
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>How long will it take to complete?</b>	This qualification can usually be completed in 12 months or less.
<b>Entry requirements / recommendations</b>	Learners should be at least 16 years old. We do not set any other entry requirements but colleges and training providers may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/3809/9.

## Unit achievement log

### Level 2 Diploma in Food Production and Cooking in Early Years

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
R/506/4868	CEY 1	Working effectively as part of an early years team	Knowledge / Skills	2	3	24	31	
L/506/4870	CEY 2	Support healthy lifestyles for children through the provision of food and nutrition	Knowledge / Skills	2	3	28	37	
R/506/4871	CEY 3	Make a positive impression within an early years kitchen environment	Knowledge / Skills	2	2	13	45	
H/506/4874	CEY 4	Complete kitchen documentation	Knowledge / Skills	2	2	14	49	
K/506/4875	CEY 5	Principles of setting up and closing the kitchen	Knowledge / Skills	2	4	34	55	
M/506/4876	CEY 6	Using knives safely	Knowledge / Skills	2	2	16	63	
A/506/4878	CEY 7	Prepare, produce and finish basic fish dishes	Knowledge / Skills	2	2	20	67	
A/506/4881	CEY 8	Prepare, produce and finish basic meat dishes	Knowledge / Skills	2	3	21	73	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
F/506/4882	CEY 9	Prepare, produce and finish basic poultry dishes	Knowledge / Skills	2	2	16	79	
J/506/4883	CEY 10	Prepare, produce and finish basic vegetable dishes	Knowledge / Skills	2	2	17	85	
L/506/4884	CEY 11	Prepare, produce and finish basic egg dishes	Knowledge / Skills	2	2	20	89	
R/506/4885	CEY 12	Produce healthier dishes	Knowledge / Skills	2	2	15	97	
Y/506/4886	CEY 13	Prepare and cook food to meet the requirements of allergy sufferers	Knowledge / Skills	2	2	14	105	
D/506/4887	CEY 14	Prepare meals to meet relevant nutritional standards in an early years setting	Knowledge / Skills	2	3	23	111	
H/506/4888	CEY 15	Understand how to prepare, cook and handle food safely	Knowledge / Skills	2	4	32	117	
K/506/4889	CEY 16	Maintain workplace safety and hygiene practices	Knowledge / Skills	2	3	26	125	
K/506/4892	CEY 17	Prepare, produce and finish basic hot sauces	Knowledge / Skills	2	2	18	135	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
T/506/4894	CEY 18	Prepare, produce and finish basic rice, pulse and grain dishes	Knowledge / Skills	2	2	17	139	
A/506/4895	CEY 19	Prepare, produce and finish basic pasta dishes	Knowledge / Skills	2	2	18	143	
J/506/4897	CEY 20	Prepare, produce and finish basic bread and dough products	Knowledge / Skills	2	2	14	147	
L/506/4898	CEY 21	Prepare, produce and finish basic pastry products	Knowledge / Skills	2	2	17	151	
R/506/4899	CEY 22	Prepare, produce and finish basic cakes, sponges and scones	Knowledge / Skills	2	2	14	155	
A/506/4900	CEY 23	Prepare, produce and finish basic hot and cold desserts	Knowledge / Skills	2	2	18	159	
F/506/4901	CEY 24	Prepare, produce and finish basic flour, dough and tray baked products	Knowledge / Skills	2	3	25	163	
J/506/4902	CEY 25	Prepare, produce and finish basic hot and cold sandwiches	Knowledge / Skills	2	1	10	167	
R/506/4904	CEY 26	Maintain an efficient use of food resources	Knowledge / Skills	2	2	14	169	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
Y/506/4905	CEY 27	Maintain an efficient use of resources in the kitchen	Knowledge / Skills	2	2	13	173	
H/506/4907	CEY 28	Prepare, operate and clean specialist food preparation and cooking equipment	Knowledge / Skills	2	4	31	175	
K/506/4908	CEY 29	Prepare meals for distribution in an early years setting	Knowledge / Skills	2	2	13	179	
M/506/4909	CEY 30	Modify the content of dishes	Knowledge / Skills	2	4	31	183	
K/506/4911	CEY 31	Cook-chill food	Knowledge / Skills	2	3	24	189	
M/506/4912	CEY 32	Cook-freeze food	Knowledge / Skills	2	3	21	193	

\* This table shows the estimated total hours for each unit



## **Section 3: Units**

This section includes assessment tasks for tutors' convenience. They are not mandatory.

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

## Resources list

<b>Website</b>	<b>Unit it applies to</b>
<a href="http://www.acas.org.uk">www.acas.org.uk</a>	CEY 1
<a href="http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm">www.businessballs.com/tuckmanformingstormingnormingperforming.htm</a>	CEY 1
<a href="http://www.bha.org.uk">www.bha.org.uk</a> British Hospitality Association	CEY 3, 6, 8, 9, 10, 11, 17, 18, 19, 20, 21, 22, 23, 24
<a href="http://www.catersource.com">www.catersource.com</a> Catersource – Education, products and news for caterers	CEY 3
<a href="http://www.caterersearch.com">www.caterersearch.com</a> Hospitality news	CEY 3
<a href="http://www.food.gov.uk">www.food.gov.uk</a> Food Standards Agency – safer food, better business	CEY 4, 5, 6, 8, 9, 10, 11, 15, 17, 18, 19, 20, 21, 22, 23, 24, 26, 28, 29, 30
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a> Health and Safety Executive – information about health and safety at work	CEY 4,
<a href="http://www.hse.gov.uk/pubns/cais20.pdf">www.hse.gov.uk/pubns/cais20.pdf</a>	CEY 5
<a href="http://www.hse.gov.uk/catering/knives.htm">www.hse.gov.uk/catering/knives.htm</a> HSE – safe use of knives in the kitchen	CEY 6
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a> Health and Safety Executive – information about health and safety at work	CEY 29, CEY 30
<a href="http://www.cookeryclub.co.uk">www.cookeryclub.co.uk</a> Cookery Club – cookery information of the web	CEY 6, 8, 9, 10, 11, 17, 18, 19, 20, 21, 22
<a href="http://www.nhs.uk/Livewell/Goodfood">www.nhs.uk/Livewell/Goodfood</a> NHS Choices – good food and healthy diet	CEY 6, 8, 9, 10, 11, 17, 18, 19, 20, 21, 22, 23, 24
<a href="http://www.infanttoddlerforum.org">www.infanttoddlerforum.org</a>	CEY 8, 9, 11, 12, 23, 25, 26, 30

<a href="http://www.schoolfoodtrust.org.uk">www.schoolfoodtrust.org.uk</a>	CEY 8, 9, 11, 12, 23, 25, 26, 30
<a href="http://www.nhs.uk/start4life">www.nhs.uk/start4life</a>	CEY 12, 25, 26, 30
www.allergyuk.org	CEY 15
www.cookeryclub.co.uk Cookery Club – cookery information of the web	CEY 23, 24
<b>Textbook</b>	<b>Unit it applies to</b>
West M — Effective Teamwork, 3rd Edition (John Wiley and Sons, 2011) ISBN 9780470974971	CEY 1
Davidson A – <i>The Oxford Companion to Food, 2nd Edition</i> (Oxford University Press, 2006) ISBN 9780192806819	CEY 3, 6, 11, 17, 18, 19, 20, 21, 22, 23, 24
Foskett D and Ceserani V – <i>The Theory of Catering, 11th Edition</i> (Hodder Education, 2007) ISBN 9780340939260	CEY 3, 4, 8, 9, 10, 11, 17, 18, 19, 20, 21, 22, 23, 24, 26, 30
Foskett D, Ceserani V and Campbell J – <i>Foundation Practical Cookery</i> (Hodder Education, 2009) ISBN 9780340983997	CEY 3, 6, 8, 9, 10, 11, 17, 18, 19, 20, 21, 22, 23, 24
Campbell J, Foskett D and Ceserani V – <i>Practical Cookery, 11th Edition</i> (Hodder Education, 2008) ISBN 9780340948378	CEY 6, 11, 17, 18, 19, 20, 21, 22, 23, 24
Campbell J, Rippington N, Foskett D and Ceserani V – <i>Practical Cookery Level 2</i> (Hodder Education, 2010) ISBN 9781444112269	CEY 6, 11, 17, 18, 19, 20, 21, 22, 23, 24
Health and Safety Executive – Essentials of Health and Safety at Work, 4th Edition (HSE Books, 2006) ISBN 9780717661794	CEY 5

<i>Food hygiene: A guide for businesses</i> (The Food Standards Agency, 2006)	CEY 6, 10, 11
Pearce, SHS and Cheetham TD.(2010) Diagnosis and Management of Vitamin Deficiency	CEY 12
Journal: Wiles, N.J., K., Emmett, P., Lewis, G.(2009). 'Junk food 'diet and childhood behavioural problems	CEY 12
Organisational policies/guidance	CEY 4, 28, 29
Food safety management systems	CEY 4, 15, 28, 29
Manufactures manuals	CEY 28
Health and Safety Policies	CEY 15
<a href="http://www.childrensfoodtrust.org.uk">www.childrensfoodtrust.org.uk</a> Voluntary Food and Drink Guidelines for Early Years Settings in England – A Practical Guide	All units



# Mandatory units



## CEY 1: Working effectively as part of an early years team

**Unit reference** R/506/4868 **Unit level** 2

**Credit value** 3 **GL** 24

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to work as part of a team in an early years setting.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 4 must be assessed in a real work environment.</b>			
1. Understand the role of the early years cook.	1.1. Describe the role and responsibilities of a cook in an early years setting.		
	1.2. Explain time management in relation to the workload of an early years cook.		
	1.3. State why it is important to follow organisational instructions.		
2. Understand team work in an early years kitchen setting.	2.1. Explain benefits of working as part of a team.		
	2.2. Explain <b>boundaries</b> of the cook's role in an early years setting.		
	2.3. Identify situations when the cook would need to pass on information to <b>others</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Describe ways to establish relationships within the early years team.		
	2.5. Describe strategies to deal with conflict within a team.		
	2.6. Explain the importance of communication.		
3. Understand professional development.	3.1. Identify benefits of self-development.		
	3.2. Identify sources of feedback that may contribute to a personal development plan.		
4. Be able to produce a professional development plan.	4.1. Work with others to create own professional development plan.		
	4.2. Reflect on own professional development plan.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional information provided by the sector	<p><b>Boundaries:</b> To be able to identify own role and responsibilities and being aware of current legislation in relation to:</p> <ul style="list-style-type: none"><li>• confidentiality</li><li>• equality and inclusion</li><li>• safeguarding.</li></ul> <p><b>Others:</b> Parents, carers, staff, other professionals.</p>

## **Assessment task – CEY 1: Working effectively as part of an early years team**

**Task 1** links to learning outcome 1, assessment criteria 1.1., 1.2., and 1.3.

### **Understanding the importance of the roles and responsibilities of the cook in early years settings.**

Read the following case study:

A new member of staff is starting her first day as an assistant cook at a private day nursery; she has previous experience of working in kitchens, however she has no experience of working in early years settings.

Produce an information guide to support new early years cooks that:

- describes the role and responsibilities of a cook in an early years setting
- explains time management in relation to the workload of an early years cook
- states why it is important to follow organisational instructions.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6.

### **Team work is an integral part of working in an early years setting.**

When working as a cook in early years settings you will become part of a team which will include working with a variety of professionals such as managers, teachers, early years practitioners, SENCO and cleaners.

Produce a PowerPoint presentation that:

- explains benefits of working as part of a team
- explains boundaries of the cook's role in early years settings
- identifies situations when the cook would need to pass on information to others
- describes ways to establish relationships within the early years team
- describes strategies to deal with conflict within a team
- explains the importance of communication.

**Task 3** links to learning outcome 3, assessment criteria 3.1 and 3.2.

### **Professional development allows individuals to review their working practices.**

The role of a cook in the early years will involve undertaking Continuous Professional Development, which could include short courses, additional qualifications linked to your role and in house training days. It is important that you are aware of your own self-development in order to develop your skills.

Using the tables below or creating your own:

- identify benefits of self-development
- identify sources of feedback that may contribute to a personal development plan.

## **Self-development**

**Identify benefits of self-development**

**Identify sources of feedback**

## CEY 2: Support healthy lifestyles for children through the provision of food and nutrition

**Unit reference** L/506/4870 **Unit level** 2

**Credit value** 3 **GL** 28

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 6 must be assessed in a real work environment.</b>			
1. Understand the impact of food and nutrition on children's health and development.	1.1. Explain what is meant by healthy eating.		
	1.2. Identify <b>national and local initiatives</b> which promote healthy eating.		
	1.3. Describe food and drink requirements in relation to current <b>guidelines</b> .		
2. Understand the nutritional needs of babies and children.	2.1. Explain the nutritional value of the main <b>food groups</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Discuss the nutritional requirements of children aged: <ul style="list-style-type: none"> <li>• 0-1 year</li> <li>• 1-2 years</li> <li>• 2-3 years</li> <li>• 3-5 years.</li> </ul>		
	2.3. Describe the function of a <b>care plan</b> .		
	2.4. Use current guidance to plan for the nutritional needs of children from birth to 5 years.		
	2.5. Explain ways to encourage healthy eating.		
3. Understand the impact of poor diet on children's health and development.	3.1. Explain the impacts of poor diet on children's health and development in the: <ul style="list-style-type: none"> <li>• short term</li> <li>• long term.</li> </ul>		
4. Understand individuals' dietary requirements and preferences.	4.1. Identify reasons for: <ul style="list-style-type: none"> <li>• <b>special dietary requirements</b></li> <li>• sharing coherent care plans with colleagues.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Describe benefits of working in partnership with parents/carers and staff in relation to special dietary requirements.		
5. Understand mealtime provision.	5.1. Explain reasons for: <ul style="list-style-type: none"> <li>• <b>meal times</b></li> <li>• <b>rotated meal times.</b></li> </ul>		
	5.2. Explain the process of <b>nutritional screening.</b>		
6. Be able to work in partnership to meet individuals' dietary requirements.	6.1. Work in partnership with parents/carers and staff in relation to individual dietary requirements.		
	6.2. Explain the role and expertise of staff.		
	6.3. Work within boundaries of own role.		
	6.4. Identify circumstances when additional support is required to meet individuals' requirements.		
	6.5. Record nutritional dietary requirements of individuals.		
	6.6. Share coherent care plans with <b>others.</b>		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional information provided by the sector	<p><b>National and local initiatives</b> will be influential in relation to healthy eating. Research such initiatives and consider how they may support a child's health.</p> <p><b>Food groups</b> Consider the nutritional value of the main food groups, including vitamins and minerals.</p> <p><b>Special dietary requirements</b> Consider the importance of maintaining accurate and coherent records and reports, and sharing information as appropriate in relation to a child's special dietary requirements. Include information about medical and religious influences on diet, as well as parental choice and individual preferences.</p>
Additional information provided by us	<p><b>Guidelines:</b> EYFS and Children's Food Trust.</p> <p><b>Care plan:</b> A record which holds information in relation to an individual's dietary requirements.</p> <p><b>Meal times:</b> To include information about the importance of regular nutritious opportunities, including healthy snacks and water.</p> <p><b>Rotated meal times:</b> To include information about managing groups of children.</p> <p><b>Nutritional screening:</b> A tool to identify poor nutritional diet: <a href="http://www.rcn.org.uk/development/practice/cpd_online_learning/supporting_peoples_nutritional_needs/nutritional_screening">www.rcn.org.uk/development/practice/cpd_online_learning/supporting_peoples_nutritional_needs/nutritional_screening</a> (This hyperlink is working at the time of publication of this document.)</p> <p><b>Others:</b> Parents/carers and staff.</p>

## **Assessment task – CEY 2: Support healthy lifestyles for children through the provision of food and nutrition**

**Task 1** links to learning outcomes 1, 3 and 4, assessment criteria 1.1, 1.2, 1.3, 3.1, 4.1 and 4.2.

**Food and nutrition can impact on the health and development of children and the importance of meeting individuals' dietary requirements and preferences in early years settings.**

The Statutory Framework for the Early Years Foundation Stage identifies that food and drink in early years settings must be healthy, balanced and nutritious and must meet the individual dietary requirements of children. Read the relevant section from the Early Years Foundation Stage in order to support the assessment criteria identified below.

Using the information, complete the following tasks.

### **Part A**

Produce a fact sheet to promote understanding of the impact of food and nutrition on children's health and development. In order to achieve this:

- explain what is meant by healthy eating
- describe food and drink requirements in relation to current guidelines
- identify national and local initiatives which promote healthy eating
- explain the impacts of poor diet on children's health and development in the:
  - short term
  - long term.

(Note: assessment criteria 3.1 also links with unit CEY 14: assessment criteria 2.1.)

### **Part B**

Produce a leaflet to share with new employees that:

- identifies reasons for:
  - special dietary requirements
  - sharing coherent care plan with colleagues
- describes benefits of working in partnership with parents/carers and staff in relation to special dietary requirements.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, and 2.5.

### **Part A**

#### **Meeting babies' and children's individual nutritional requirements is important.**

The Department for Health Start4Life and Change4life campaigns focus on raising awareness of diet and fitness of babies and children. Refer to these campaigns and produce a presentation for peers that:

- explains the nutritional value of main food groups
- discusses the nutritional requirements of children aged:
  - 0-1 year
  - 1-2 years
  - 2-3 years
  - 3-5 years
- describes the function of a care plan
- explains ways to encourage healthy eating.

(Note: assessment criteria 2.2 also links with unit CEY 12: assessment criteria 1.6.)

### **Part B**

Create a suitable menu for children that uses current guidance to plan for nutritional needs of children from birth to 5 years.

**Task 3** links to learning outcome 5, assessment criteria 5.1 and 5.2.

#### **Understanding the importance of mealtime provision in early years settings.**

Mealtimes in early years settings are an important part of the daily routine. Produce a display board for kitchen staff that:

- explains reasons for:
  - meal times
  - rotated meal times
- explains the process of nutritional screening.



## CEY 3: Make a positive impression within an early years kitchen environment

**Unit reference** R/506/4871                      **Unit level** 2  
**Credit value** 2                                      **GL** 13

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to understand the importance to the organisation in providing excellent customer service.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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**Learning outcomes 1 and 2 must be assessed in a real work environment.**

1. Be able to follow organisational requirements in relation to meeting the needs of <b>individuals</b> .	1.1. Work within organisational requirements in relation to: <ul style="list-style-type: none"> <li>• appearance</li> <li>• <b>conduct</b>.</li> </ul>		
	1.2. Engage with individuals in relation to children's dietary needs.		
	1.3. Meet individual dietary requirements.		
	1.4. Describe circumstances when individual requirements may not be met.		
	1.5. Identify causes of anxiety for individuals at meal times.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to communicate to meet the needs of the individual.	2.1. Meet the communication needs of individuals by: <ul style="list-style-type: none"> <li>• responding promptly to individuals' questions</li> <li>• checking that individuals have fully understood information communicated</li> <li>• allowing individuals time to consider information communicated.</li> </ul>		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 3**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Additional guidance provided by us

**Individuals:** Parents, carers, staff and children.

**Conduct:** Time, response, manner, behaviour.

## **Assessment task – CEY 3: Make a positive impression within an early years kitchen environment**

This is a skills only unit. No assessment task required.



## CEY 4: Complete kitchen documentation

**Unit reference** H/506/4874 **Unit level** 2

**Credit value** 2 **GL** 14

**Unit aim** This unit provides the learner with the knowledge, understanding and skills of how to complete relevant kitchen documentation.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Understand how to complete kitchen documentation.	1.1. Identify kitchen documentation.		
	1.2. Explain reasons for completing kitchen documentation.		
	1.3. Explain procedures for completing kitchen documentation in relation to: <ul style="list-style-type: none"> <li>• duplication</li> <li>• <b>reporting</b></li> <li>• storage</li> <li>• legal issues</li> <li>• validity</li> <li>• confidentiality.</li> </ul>		
2. Be able to complete kitchen documentation.	2.1. Ensure relevant documents are available.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Meet organisational procedures when completing kitchen documentation in relation to: <ul style="list-style-type: none"> <li>• duplication</li> <li>• reporting</li> <li>• storage</li> <li>• legal issues</li> <li>• validity</li> <li>• confidentiality.</li> </ul>		
	2.3. Complete relevant documents accurately and legibly to meet organisational requirements.		
	2.4. Respond to queries in relation to completed documentation.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional guidance provided by us	<p><b>Reporting:</b> to include adhering to organisational procedures for:</p> <ul style="list-style-type: none"><li>• receiving documentation</li><li>• sending documentation</li><li>• copying documentation</li><li>• filing documentation.</li></ul>

## **Assessment task – CEY 4: Complete kitchen documentation**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, and 1.3.

### **The importance of understanding how to complete kitchen documentation.**

When working in the kitchen environment it is an integral part of your role to keep accurate records and documentation and ensure that the information is accurate and legible to others.

Using the chart below or producing your own:

- identify kitchen documentation
- explain reasons for completing kitchen documentation
- explain procedures for completing kitchen documentation in relation to:
  - duplication
  - reporting
  - storage
  - legal issues
  - validity
  - confidentiality.

## **Kitchen documentation**

Document identified:

Reason for completing documentation:

**Procedures for completing kitchen documentation**

	<b>Explanation of procedures</b>
Duplication	
Reporting	
Storage	
Legal issues	
Validity	
Confidentiality	

## CEY 5: Principles of setting up and closing the kitchen

**Unit reference** K/506/4875 **Unit level** 2

**Credit value** 4 **GL** 34

**Unit aim** This unit provides the learner with the knowledge, understanding and skills of setting up and closing down procedures in the kitchen area.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 3, 5 and 7 must be assessed in a real work environment.</b>			
1. Understand how to prepare the kitchen.	1.1. Identify <b>tools</b> and equipment needed for preparing the kitchen.		
	1.2. Explain safe use of: <ul style="list-style-type: none"> <li>• tools</li> <li>• equipment.</li> </ul>		
2. Understand incident reporting.	2.1. Explain <b>incident</b> reporting procedures.		
3. Be able to prepare the kitchen.	3.1. Plan work load in order to: <ul style="list-style-type: none"> <li>• prepare tools and equipment</li> <li>• prioritise <b>tasks</b></li> <li>• implement tasks.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Carry out safety checks in accordance with current legislation and organisational requirements in relation to: <ul style="list-style-type: none"> <li>• food preparation</li> <li>• tools</li> <li>• equipment</li> <li>• reporting procedures.</li> </ul>		
4. Understand how to prepare food items for use and service.	4.1. Explain temperature requirements for storage areas.		
	4.2. Describe organisational requirements for menus in relation to: <ul style="list-style-type: none"> <li>• type</li> <li>• quality</li> <li>• variety of ingredients.</li> </ul>		
5. Be able to prepare food items for use and service.	5.1. Check stock in accordance with organisational requirements.		
	5.2. Prepare ingredients to meet organisational requirements.		
	5.3. Follow reporting procedures in relation to: <ul style="list-style-type: none"> <li>• quality of ingredients</li> <li>• quantity of ingredients.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4. Work within current legislation and organisational requirements when setting up the kitchen for use and service.		
6. Understand how to close the kitchen after use.	6.1. Explain procedures for: <ul style="list-style-type: none"> <li>• cleaning tools after use</li> <li>• storing tools after use.</li> </ul>		
	6.2. Describe current legislation and organisational requirements for food storage equipment when the kitchen is closed.		
	6.3. Identify current legislation and organisational requirements in relation to: <ul style="list-style-type: none"> <li>• turning off equipment</li> <li>• unplugging equipment</li> <li>• cleaning equipment.</li> </ul>		
	6.4. Explain <b>safety check</b> procedures.		
7. Be able to close the kitchen after use.	7.1. Follow organisational requirements in relation to: <ul style="list-style-type: none"> <li>• cleaning tools after use</li> <li>• storing tools after use.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	7.2. Follow current legislation and organisational requirements for food storage equipment when the kitchen is closed.		
	7.3. Carry out safety checks.		
	7.4. Work within current legislation and organisational requirements when closing down the kitchen after use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 5**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional guidance provided by us	<p><b>Tools:</b> Kitchen knives, utensils.</p> <p><b>Incident:</b> Faulty equipment, maintenance requirement.</p> <p><b>Task:</b> Clearing/tidying equipment.</p> <p><b>Safety check:</b> Includes reporting uncleaned tools, food storage and cooking equipment.</p>

## **Assessment task – CEY 5: Principles of setting up and closing the kitchen**

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

### **The importance of preparing and setting up the kitchen.**

When working in a kitchen in an early years setting you will be required to prepare and set up the kitchen area, whilst adhering to Health and Safety and Environmental Controls.

Produce a checklist that can be used when preparing a kitchen to:

- identify tools and equipment needed for preparing the kitchen.

Add to your checklist by:

- explaining the safe use of:
  - tools
  - equipment.

**Task 2** links to learning outcome 2, assessment criteria 2.1.

### **Understanding and following incident safety reporting procedures in the kitchen.**

The role of the cook in the kitchen is to ensure daily safety checks are carried out. Produce a poster that can be displayed in the kitchen area that:

- explains incident reporting procedures.

**Task 3** links to learning outcome 4, assessment criteria 4.1 and 4.2.

### **Preparing food items for use and service.**

Working as a cook in the early years setting will require you to prepare snacks, meals and drinks for babies and children. You will need to ensure that you maintain a high standard of hygiene, safety and cleanliness whilst adhering to the Food Safety Act 1990 and the Statutory Framework for the Early Years Foundation Stage.

Create an information guide for new kitchen staff that:

- explains temperature requirements for storage areas
- describes organisational requirements for menus in relation to:
  - type
  - quality
  - variety of ingredients.

**Task 4** links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3 and 6.4.

**The importance of closing the kitchen after use and carrying out safety checks.**

The cook will be responsible for cleaning the kitchen after use and ensuring that all the tools and equipment are cleaned and stored correctly. Safety checks will need to be carried out before leaving the kitchen area, adhering to current legislation.

**Part A**

Produce a flowchart that can be used when closing the kitchen after use that:

- explains procedures for:
  - cleaning tools after use
  - storing tools after use
- explains safety check procedures.

**Part B**

Produce written information that:

- describes current legislation and organisational requirements for food storage equipment when the kitchen is closed
- identifies current legislation and organisational requirements in relation to:
  - turning off equipment
  - unplugging equipment
  - cleaning equipment.



## CEY 6: Using knives safely

<b>Unit reference</b>	M/506/4876	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	16

**Unit aim** This unit provides the learner with the knowledge, understanding and skills of how to use and care for knives within a professional kitchen.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Know how to use knives safely.	1.1. Explain the process for: <ul style="list-style-type: none"> <li>• keeping knives sharp</li> <li>• selecting specific knives for particular tasks</li> <li>• <b>handling</b> /carrying knives</li> <li>• storing knives safely.</li> </ul>		
	1.2. Explain reasons for maintaining clean, firm and secure cutting surfaces.		
	1.3. Explain knife hygiene in relation to different food types.		
	1.4. Explain reasons for not using damaged knives.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Describe action to take to avoid allergenic reactions in <b>individuals</b> when: <ul style="list-style-type: none"> <li>• handling knives</li> <li>• cleaning knives.</li> </ul>		
2. Understand accident reporting.	2.1. Describe accident reporting in accordance with organisational procedures.		
3. Be able to use knives safely.	3.1. Plan workload in order to: <ul style="list-style-type: none"> <li>• prioritise tasks</li> <li>• implement tasks.</li> </ul>		
	3.2. Select knives for specific tasks.		
	3.3. Ensure knives are clean.		
	3.4. Sharpen knives safely.		
	3.5. Use knives safely during tasks.		
	3.6. Follow organisational requirements in relation to: <ul style="list-style-type: none"> <li>• cleaning knives</li> <li>• storing knives</li> <li>• reporting damaged knives.</li> </ul>		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 6**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Additional guidance provided by us

**Handling:** Greasy or wet.

**Individuals:** Children, parents, carers, staff.

## Assessment task – CEY 6: Using knives safely

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

### Using knives safely in the kitchen environment.

Working as a cook you will need to ensure that you use, store and maintain knives in the kitchen by adhering to the policies and procedures of the setting.

Create an information guide that can be used by kitchen staff when using knives that:

- explains the process for:
  - keeping knives sharp
  - selecting specific knives for particular tasks
  - handling/carrying knives
  - storing knives safely
- explains reasons for maintaining clean, firm and secure cutting surfaces
- explains knife hygiene in relation to different food types
- explains reasons for not using damaged knives
- describes action to take to avoid allergenic reactions in individuals when:
  - handling knives
  - cleaning knives.

**Task 2** links to learning outcome 2, assessment criteria 2.1.

### Understand how to follow organisational procedures in relation to accident reporting.

An important part of the role of the cook in the early years setting is to understand and follow accident reporting procedures in line with organisational procedures.

Read the following case study:

A colleague is preparing spaghetti bolognaise for the children's lunch in the nursery. When cutting the onions with a serrated knife she cuts the palm of her right hand. You did not see what happened but you notice your colleague holding her hand with a small cut.

Produce a written account that:

- describes accident reporting in accordance with organisational procedures.

## CEY 7: Prepare, produce and finish basic fish dishes

**Unit reference** A/506/4878 **Unit level** 2

**Credit value** 2 **GL** 20

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to prepare, produce and finish basic fish dishes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 6 must be assessed in a real work environment.</b>			
1. Know how to produce basic fish dishes.	1.1. Describe the process for checking that fish and other ingredients meet dish requirements.		
	1.2. Describe action to take to achieve correct: <ul style="list-style-type: none"> <li>• colour</li> <li>• texture</li> <li>• flavour</li> </ul> of the dish.		
2. Understand quality in relation to producing basic fish dishes.	2.1. Identify how to rate quality in fish.		
	2.2 Identify the correct procedures for thawing frozen fish.		
	2.3. Describe action to take if there are any problems with the fish or other ingredients.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how to use tools and equipment.	3.1. Identify tools and equipment to use for the relevant cooking method.		
	3.2. Explain importance of using correct tools and equipment.		
4. Understand cooking processes for basic fish dishes.	4.1 State the correct temperatures when cooking fish.		
	4.2. State the correct temperature when handling and serving fish dishes.		
	4.3. Explain the importance of temperature when cooking fish.		
	4.4. Explain the importance of using appropriate cooking methods according to fish type.		
	4.5. Describe healthy eating options when: <ul style="list-style-type: none"> <li>• cooking fish dishes</li> <li>• presenting fish dishes.</li> </ul>		
5. Understand healthy eating options when cooking and finishing basic fish dishes.	5.1. Identify healthy eating options when cooking and finishing basic fish dishes.		
6. Be able to produce basic fish dishes.	6.1. Prepare fish using different methods.		
	6.2. Explain organisational procedures in relation to quality.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.3. Use the correct tools and equipment.		
	6.4. Cook fish to meet dish requirements.		
	6.5. Present fish to meet requirements in relation to: <ul style="list-style-type: none"> <li>• garnish</li> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• quantity.</li> </ul>		
	6.6. Ensure dish is at correct temperature for handling and serving.		
	6.7. Safely store cooked fish not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 7**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Assessment task – CEY 7: Prepare, produce and finish basic fish dishes**

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

### **Understand how to prepare basic fish dishes suitable for children.**

When preparing fish dishes for children, you need to be able to check that fish and any other ingredients used meet dish requirements. Prepare a hand out that:

- describes the process for checking that fish and other ingredients meet dish requirements
- describes action to take to achieve correct:
  - colour
  - texture
  - flavourof the dish.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

### **Ensuring the quality of fish is maintained when providing fish dishes to children in early years settings.**

Providing children with fish dishes is an important part of their diet as it contains nutrients and vitamins essential for healthy growth and development. The role of the cook is to ensure that food safety is maintained when providing fish dishes.

Produce a table that:

- identifies how to rate quality in fish
- identifies the correct procedures for thawing frozen fish
- describes action to take if there are any problems with the fish or other ingredients.

**Task 3** links to learning outcome 3, assessment criteria 3.1 and 3.2.

### **Know how to select and use the correct tools for basic food dishes.**

When preparing fish dishes it is important to understand why you need to select and use the right tools and equipment. Prepare a checklist that can be used when selecting and using tools and equipment for fish dishes that:

- identifies tools and equipment to use for the relevant cooking method.

Add to your checklist by:

- explaining the importance of using the correct tools and equipment.

**Task 4** links to learning outcome 4 and 5, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5 and 5.1.

**To maintain cooking processes when preparing fish dishes and providing children healthy options in early years settings.**

### Part A

Read the following menu for the children's lunch:

**Today's Lunch Menu**

**Baby room:**  
Fish pie with mashed potatoes, garden peas, green beans and white sauce.  
**Note:** *cod and haddock to be used only.*

**Toddler room:**  
Fish pie (cod, haddock and prawns) with mashed potatoes, garden peas, green beans and white sauce.

**Pre-school room:**  
Fish pie (cod, haddock and prawns) with mashed potatoes, garden peas, green beans and white sauce.

**Allergies:** 1 x child in toddler room and 2 x children in pre-school to have alternative lunch.

Using the menu above, produce a written account that:

- states the correct temperatures when cooking fish
- states the correct temperature when handling and serving fish dishes
- explains the importance of temperature when cooking fish
- explains the importance of using appropriate cooking methods according to fish type
- describes healthy eating options when:
  - cooking fish dishes
  - presenting fish dishes.

### Part B

The nursery manager has asked you to produce a revised healthy menu for the children's lunch. Produce a list of criteria which contribute to healthy eating options when cooking and finishing basic fish dishes that:

- identifies healthy eating options when cooking and finishing basic fish dishes.

(Note: This unit can be assessed through unit 12 Task 3 Menu Plans.)



## CEY 8: Prepare, produce and finish basic meat dishes

**Unit reference** A/506/4881 **Unit level** 2

**Credit value** 3 **GL** 21

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to prepare, produce and finish basic meat dishes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand how to produce basic meat dishes.	1.1. Describe meat in relation to: <ul style="list-style-type: none"> <li>• type</li> <li>• cut</li> <li>• quantity.</li> </ul>		
	1.2. Identify features of quality in meat.		
	1.3. Explain organisational requirements in relation to: <ul style="list-style-type: none"> <li>• poor quality meat</li> <li>• concerns with other ingredients.</li> </ul>		
	1.4. Explain benefits of sealing meat.		
	1.5. Identify cooking methods for different cuts of meat.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Identify the correct tools and equipment to use for relevant cooking methods.		
	1.7. List the correct temperature for cooking meat using various methods.		
	1.8. Describe meat requirements in relation to: <ul style="list-style-type: none"> <li>• finishing</li> <li>• garnishing</li> <li>• presentation.</li> </ul>		
2. Understand healthy options.	2.1. Identify healthy eating options when cooking and finishing meat.		
3. Be able to produce basic meat dishes.	3.1. Check meat requirements in relation to: <ul style="list-style-type: none"> <li>• type</li> <li>• cut</li> <li>• quality.</li> </ul>		
	3.2. Use tools and equipment correctly.		
	3.3. Combine meat with other ingredients.		
	3.4. Cook meat to meet dish requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5. Check dish requirements in relation to correct: <ul style="list-style-type: none"> <li>• flavour</li> <li>• texture</li> <li>• quantity</li> <li>• presentation.</li> </ul>		
	3.6. Garnish and present the dish to meet organisational specifications.		
	3.7. Ensure dishes are at correct temperature for holding and serving.		
	3.8. Safely store cooked meat not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 8**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Assessment task – CEY 8: Prepare, produce and finish basic meat dishes**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.

### **Understand how to prepare basic meat dishes suitable for children.**

As an early years cook, you will need to know how to produce basic meat dishes. Complete the following tasks.

#### **Part A**

Produce a poster that can be used in the kitchen that:

- describes meat in relation to:
  - type
  - cut
  - quantity
- identifies features of quality in meat.

#### **Part B**

Produce a chart that can be used by the kitchen staff that:

- identifies cooking methods for different cuts of meat
- identifies the correct tools and equipment to use for relevant cooking methods
- lists the correct temperature for cooking meat using various methods.

#### **Part C**

Produce a written account that:

- explains organisational requirements in relation to:
  - poor quality meat
  - concerns with other ingredients
- explains the benefits of sealing meat
- describes meat requirements in relation to:
  - finishing
  - garnishing
  - presentation.

**Task 2** links to learning outcome 2, assessment criteria 2.1.

**Understand healthy options when cooking meat.**

As an early years cook it is essential that you understand the importance of providing healthy eating options. Produce a list of criteria which contribute to health eating options when cooking and finishing basic meat dishes that:

- identifies healthy eating options when cooking and finishing meat.

(Note: This unit can be assessed through unit 12 Task 3 Menu Plans.)



## CEY 9: Prepare, produce and finish basic poultry dishes

**Unit reference** F/506/4882                      **Unit level** 2  
**Credit value** 2                                      **GL** 16

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to prepare, produce and finish basic poultry dishes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand how to produce basic poultry dishes.	1.1. Describe checks in relation to quality indicators in poultry items for: <ul style="list-style-type: none"> <li>• frozen items</li> <li>• coated items.</li> </ul>		
	1.2. Explain procedures in relation to: <ul style="list-style-type: none"> <li>• reporting concerns about poultry products</li> <li>• reporting problems about other ingredients.</li> </ul>		
	1.3. Identify tools and equipment for different poultry dishes.		
	1.4. Explain why it is important to use the tools and equipment correctly.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Describe different cooking methods in relation to individual poultry dishes.		
	1.6. Explain why it is important to use the correct cooking techniques.		
	1.7. Identify the correct temperatures for cooking poultry and poultry products.		
	1.8. Explain correct methods to meet finishing requirements for poultry products.		
	1.9. Describe finishing methods in relation to: <ul style="list-style-type: none"> <li>• garnish</li> <li>• presentation.</li> </ul>		
2. Understand healthy eating options when cooking and finishing poultry.	2.1. Identify healthy eating options when cooking and finishing poultry.		
3. Be able to produce basic poultry dishes.	3.1. Check poultry meets dish requirements.		
	3.2. Use tools and equipment correctly.		
	3.3. Combine poultry with other ingredients.		
	3.4. Cook poultry to meet dish requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5. Cook dishes to organisational requirements in relation to correct: <ul style="list-style-type: none"> <li>• colour</li> <li>• quantity</li> <li>• presentation</li> <li>• temperature for handling</li> <li>• temperature for serving.</li> </ul>		
	3.6. Safely store cooked poultry not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 9**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## **Assessment task – CEY 9: Prepare, produce and finish basic poultry dishes**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.9.

### **Understand how to prepare basic poultry dishes suitable for children.**

As an early years cook, you will need to know how to produce basic poultry dishes.

Complete the following tasks.

You have been asked by the nursery manager to develop an information guide for new early years cooks that will assist them in producing basic poultry dishes that:

#### **Section 1**

- describes checks in relation to quality indicators in poultry items for:
  - frozen items
  - coated items
- describes different cooking methods in relation to individual poultry dishes
- describes finishing methods in relation to:
  - garnish
  - presentation.

#### **Section 2**

- explains procedures in relation to:
  - reporting concerns about poultry products
  - reporting problems about other ingredients
- explains why it is important to use the tools and equipment correctly
- explains why it is important to use the correct cooking techniques
- explains correct methods to meet finishing requirements for poultry products.

#### **Section 3**

At the end of the information guide produce a list that:

- identifies tools and equipment for different poultry dishes
- identifies the correct temperatures for cooking poultry and poultry products.

**Task 2** links to learning outcome 2, assessment criteria 2.1.

**Understand healthy options when cooking and finishing poultry dishes.**

As an early years cook it is essential that you understand the importance of providing healthy eating options. Produce a list of criteria which contribute to healthy eating options when cooking and finishing basic poultry dishes that:

- identifies healthy eating options when cooking and finishing poultry.

(Note: This unit can be assessed through unit 12 Task 3 Menu Plans.)



## CEY 10: Prepare, produce and finish basic vegetable dishes

**Unit reference** J/506/4883 **Unit level** 2

**Credit value** 2 **GL** 17

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to prepare, produce and finish basic vegetable dishes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand how to produce basic vegetable dishes.	1.1. Explain checks on vegetable dishes in relation to: <ul style="list-style-type: none"> <li>• quality</li> <li>• finishing</li> <li>• presentation.</li> </ul>		
	1.2. Identify tools and equipment required for different <b>cooking methods</b> .		
	1.3. Describe different cooking methods.		
	1.4. Identify temperatures for vegetable dishes.		
	1.5. Describe how to maintain the nutritional value of vegetables during cooking and holding.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Explain reasons for blanching vegetables.		
	1.7. Identify vegetables suitable for high and low pressure steaming.		
	1.8. Identify temperatures when: <ul style="list-style-type: none"> <li>• handling vegetables</li> <li>• serving vegetables.</li> </ul>		
2. Understand healthy eating options when cooking and finishing basic vegetable dishes.	2.1. Identify healthy eating options when cooking and finishing basic vegetable dishes.		
3. Be able to produce basic vegetable dishes.	3.1. Check vegetables in relation to: <ul style="list-style-type: none"> <li>• quality</li> <li>• quantity.</li> </ul>		
	3.2. Use tools and equipment correctly.		
	3.3. Combine vegetables with other ingredients.		
	3.4. Cook vegetables to meet dish requirements in relation to: <ul style="list-style-type: none"> <li>• flavour</li> <li>• texture</li> <li>• quantity</li> <li>• finishing</li> <li>• presentation.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5. Identify temperatures for: <ul style="list-style-type: none"> <li>• handling vegetables</li> <li>• serving vegetables.</li> </ul>		
	3.6. Safely store cooked vegetables not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 10**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Additional guidance provided by the sector.

**Cooking methods** may include:

- steaming
- boiling
- grilling
- roasting
- blanching.

## **Assessment task – CEY 10: Prepare, produce and finish basic vegetable dishes**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.

### **Understand how to prepare basic vegetable dishes suitable for children.**

As an early years cook, you will need to know how to produce basic vegetable dishes. Complete the following tasks.

As a new early years cook, you have been asked to produce a variety of vegetable dishes for the children. Before you produce the dishes, you are required to show your understanding to the Head Cook.

Plan a presentation that:

- identifies tools and equipment required for different cooking methods
- describes different cooking methods
- identifies temperatures for vegetable dishes
- identifies vegetables suitable for high and low pressure steaming
- identifies temperatures when:
  - handling vegetables
  - serving vegetables.

To support your presentation produce handouts that:

- explain checks on vegetable dishes in relation to:
  - quality
  - finishing
  - presentation
- describe how to maintain the nutritional value of vegetables during cooking and holding
- explain reasons for blanching vegetables.

**Task 2** links to learning outcome 2, assessment criteria 2.1.

### **Understand healthy options when cooking and finishing basic vegetable dishes.**

As an early years cook it is essential that you understand the importance of providing healthy eating options. Produce a list of criteria which contribute to healthy eating options when cooking and finishing basic vegetable dishes that:

- identifies healthy eating options when cooking and finishing basic vegetable dishes.

(Note: This unit can be assessed through unit 12 Task 3 Menu Plans.)

## CEY 11: Prepare, produce and finish basic egg dishes

<b>Unit reference</b>	L/506/4884	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	20

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to prepare, produce and finish basic egg dishes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 6 must be assessed in a real work environment.</b>			
1. Know how to produce basic egg dishes.	1.1. Describe the process for checking that eggs and other ingredients meet dish requirements.		
	1.2. Describe action to take to achieve correct: <ul style="list-style-type: none"> <li>• colour</li> <li>• texture</li> <li>• flavour</li> </ul> of the dish.		
2. Understand quality in relation to producing basic egg dishes.	2.1. Identify how to rate <b>quality</b> in eggs.		
	2.2. Describe action to take if there are problems with the quality of egg/s or other ingredients.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how to use tools and equipment.	3.1. Identify tools and equipment to use for the relevant cooking method.		
	3.2. Explain the importance of using correct tools and equipment.		
4. Understand cooking processes for basic egg dishes.	4.1. State the correct temperatures when cooking eggs.		
	4.2. Explain the importance of using appropriate cooking methods according to egg dish.		
	4.3. Describe healthy eating options when: <ul style="list-style-type: none"> <li>• cooking egg dishes</li> <li>• presenting egg dishes.</li> </ul>		
	4.4. Explain the importance of: <ul style="list-style-type: none"> <li>• time</li> <li>• temperature</li> </ul> when cooking egg dishes.		
4.5. Describe preparation techniques for cooking methods.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.6. Describe finished basic egg dishes in relation to: <ul style="list-style-type: none"> <li>• colour</li> <li>• texture</li> <li>• quantity</li> <li>• temperature for handling</li> <li>• temperature for serving.</li> </ul>		
	4.7. State the correct temperature for holding and serving egg dishes.		
	4.8. Describe how to safely store cooked egg dishes.		
5. Understand healthy eating options when cooking and finishing basic egg dishes.	5.1. Identify healthy eating options when cooking and finishing basic egg dishes.		
6. Be able to produce basic egg dishes.	6.1. Prepare and cook eggs and other ingredients to meet dish requirements.		
	6.2. Follow methods when: <ul style="list-style-type: none"> <li>• selecting tools and equipment</li> <li>• using tools and equipment</li> <li>• following recipes.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.3. Produce an egg dish to meet requirements in relation to correct: <ul style="list-style-type: none"> <li>• colour</li> <li>• texture</li> <li>• quantity.</li> </ul>		
	6.4. Ensure the egg dish is at correct temperature for handling and serving.		
	6.5. Safely store cooked egg dishes not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 11**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Additional guidance provided by the sector.

**Quality:** Ensure you are following up-to-date information on egg quality and food safety, for example: avoid cracked or dirty eggs, ensuring eggs are within 'best before' dates, eggs have been kept cool.

Please visit [www.nhs.uk/live-well/eat-well/eggs-nutrition/](http://www.nhs.uk/live-well/eat-well/eggs-nutrition/) for up-to-date information.

## **Assessment task – CEY 11: Prepare, produce and finish basic egg dishes**

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

### **Know how to prepare basic egg dishes suitable for children.**

As an early years cook you will need to know how to produce basic egg dishes suitable for children in early years settings. Complete the following tasks.

Produce a flow chart that:

- describes the process for checking that eggs and other ingredients meet dish requirements.

Produce a written account that:

- describes action to take to achieve correct:
  - colour
  - texture
  - flavourof the dish.

**Task 2** links to learning outcome 2, assessment criteria 2.1 and 2.2.

### **Understand quality in relation to producing basic egg dishes.**

It is important that as a cook in the early years you understand the current quality requirements in relation to producing egg dishes for children.

- develop a set of procedures to follow when checking the quality of eggs by:
  - identifying how to rate quality in eggs using current guidelines
  - describing action to take if there are problems with the quality of egg/s or other ingredients.

**Task 3** links to learning outcome 3, assessment criteria 3.1 and 3.2.

### **Understand how to use tools and equipment when preparing egg dishes.**

When preparing egg dishes it is important that you use the correct tools and equipment. Using the chart below or devising your own:

- identify tools and equipment to use for the relevant cooking method
- explain the importance of using correct tools and equipment.

Cooking method	Tools	Explanation

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.8.

### **Understand cooking processes for basic egg dishes.**

When working as a cook in early years settings it is important that you understand the cooking processes for basic egg dishes.

The manager of the children's centre that you work in has asked you to lead an activity for parents and carers on 'preparing and producing egg dishes'. The first session is to give the parents/carers an understanding of cooking egg dishes before the practical session.

Plan an activity suitable for parents/carers that:

- explains the importance of using appropriate cooking methods according to egg dish
- states the correct temperatures when cooking eggs
- explains the importance of:
  - time
  - temperature
- describes healthy eating options when:
  - cooking egg dishes
  - presenting egg dishes
- describes preparation techniques for cooking methods
- describes finished basic egg dishes in relation to:
  - colour
  - texture
  - quantity
  - temperature for handling
  - temperature for serving
- states the correct temperature for holding and serving egg dishes
- describes how to safely store cooked egg dishes.

**Task 5** links to learning outcome 5, assessment criteria 5.1.

### **Understand healthy options when cooking and finishing basic egg dishes.**

As an early years cook it is essential that you understand the importance of providing healthy eating options. Produce a list of criteria which contribute to healthy eating options when cooking and finishing basic egg dishes that:

- identifies healthy eating options when cooking basic egg dishes.

(Note: This unit can be assessed through unit 12 Task 3 Menu Plans.)



## CEY 12: Produce healthier dishes

**Unit reference** R/506/4885                      **Unit level** 2

**Credit value** 2                                      **GL** 15

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to produce healthier dishes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Understand how to produce healthy dishes.	1.1. Describe what constitutes a healthy, balanced diet for children.		
	1.2. Describe the impact of diet on a child's personal health.		
	1.3. Identify government guidelines for children in relation to food and drink.		
	1.4. Describe the nutritional benefits of minimising: <ul style="list-style-type: none"> <li>• fat</li> <li>• sugar</li> <li>• salt</li> </ul> content of dishes.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Explain how to interpret food labelling.		
	1.6. Plan healthy menus for children: <ul style="list-style-type: none"> <li>• 0-1 year</li> <li>• 1-2 years</li> <li>• 2-3 years</li> <li>• 3-5 years.</li> </ul>		
	1.7. Describe healthy cooking methods.		
	1.8. Identify healthy alternatives to: <ul style="list-style-type: none"> <li>• sugar</li> <li>• salt.</li> </ul>		
	1.9. Identify healthy alternatives for sauces to include: <ul style="list-style-type: none"> <li>• dressings</li> <li>• toppings</li> <li>• condiments.</li> </ul>		
2. Be able to produce healthy dishes.	2.1. Produce menus to meet individual nutritional requirements of children.		
	2.2. Prepare meals healthily in terms of: <ul style="list-style-type: none"> <li>• salt content</li> <li>• fat content</li> <li>• sugar content.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Maximise nutritional value of food during cooking.		
	2.4. Present food with attention to: <ul style="list-style-type: none"> <li>• presentation</li> <li>• portion size.</li> </ul>		
	2.5. Offer sauces and toppings in accordance with menu and individual requirements.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 12**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Assessment task – CEY 12: Produce healthier dishes

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.9.

### Understand how to produce healthy dishes.

It is Healthy Eating Week and the manager of the setting has asked you to promote healthy options for the children in the setting.

#### Task 1

The manager has asked you to produce a display board in the entrance of the setting, to inform parents/carers of Healthy Eating Week, that:

- describes what constitutes a healthy, balanced diet for children
- identifies government guidelines for children in relation to food and drink.

To support your display board produce hand-outs for parents/carers that:

- describe the impact of diet on a child's personal health
- describe the nutritional benefits of minimising:
  - fat
  - sugar
  - saltcontent of dishes.

#### Task 2

Research food labelling. Use your results to produce a fact sheet for parents/carers that:

- explains how to interpret food labelling.

**Task 3**

To promote Healthy Eating Week you need to plan healthy menus for the children in the setting. Using the plans below or devising your own:

- Plan healthy menus for children:
  - 0-1 year
  - 1-2 years
  - 2-3 years
  - 3-5 years.

(Note: assessment criteria 1.6 also links with unit CEY 2: criteria assessment 2.2.)

When you have completed the menus you will also need to include a written account that:

- describes healthy cooking methods
- identifies healthy alternatives to:
  - sugar
  - salt
- identifies healthy alternatives for sauces to include:
  - dressings
  - toppings
  - condiments.



### Menu Plans

Age Range	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0-1 year</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Healthy snacks:	Lunch	Lunch	Lunch	Lunch	Lunch
	Dinner	Dinner	Dinner	Dinner	Dinner
<b>1-2 years</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Healthy snacks:	Lunch	Lunch	Lunch	Lunch	Lunch
	Dinner	Dinner	Dinner	Dinner	Dinner
<b>2-3 years</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Healthy snacks:	Lunch	Lunch	Lunch	Lunch	Lunch
	Dinner	Dinner	Dinner	Dinner	Dinner

Age Range	Monday	Tuesday	Wednesday	Thursday	Friday
<b>3-5 years</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Healthy snacks:	Lunch	Lunch	Lunch	Lunch	Lunch
	Dinner	Dinner	Dinner	Dinner	Dinner

Note: The menu plan can also be used to include the following units:

- Unit 7 Task 4 Part B (5.1)
- Unit 8 Task 2 (2.1)
- Unit 9 Task 2 (2.1)
- Unit 10 Task 2 (2.1)
- Unit 11 Task 5 (5.1)

if the menus include fish, meat, poultry, vegetable and egg dishes.

## CEY 13: Prepare and cook food to meet the requirements of allergy sufferers

**Unit reference** Y/506/4886                      **Unit level** 2  
**Credit value** 2                                      **GL** 14

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to prepare meals to meet the requirements of allergy sufferers.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Understand how to prepare food to meet the requirements of allergy sufferers.	1.1. Identify main food allergens.		
	1.2. Explain the effects of: <ul style="list-style-type: none"> <li>• food preparation</li> <li>• cooking methods</li> </ul> in relation to allergenic content of foods.		
	1.3. Describe the impact of anaphylaxis on lifestyle.		
	1.4. Describe the impact of allergic reactions in relation to diet.		
	1.5. Describe how the risk of an allergic reaction can be minimised.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. State the methods used to: <ul style="list-style-type: none"> <li>• prepare food</li> <li>• cook food</li> </ul> which prevents contamination.		
	1.7. Explain effective communication regarding allergens to colleagues.		
	1.8. Explain why separate equipment, materials and personal protective equipment are used when preparing and cooking food for allergy sufferers.		
2. Be able to prepare food to meet the requirements of allergy sufferers.	2.1. Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminants.		
	2.2. Prioritise work and carry it out in an efficient and safe manner.		
	2.3. Follow, clear and accurate information relating to the particular allergenic condition being catered for.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Follow procedures to ensure that during preparation and cooking there is no contamination from anything that can cause an allergic reaction.		
	2.5. Finish dish to organisational requirements.		
	2.6. Store and label dish in line with organisational requirements for allergen control.		
	2.7. Clean preparation and cooking areas and equipment to organisational and legal standards after use.		
	2.8. Report problems or concerns in accordance with organisational procedures.		
	2.9. Return cleaned equipment, materials and personal protective equipment to areas segregated for allergens.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 13**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards	2PR25
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## Assessment task – CEY 13: Prepare and cook food to meet the requirements of allergy sufferers

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.

### Understand how to prepare food to meet the requirements of allergy sufferers.

Working as an early years cook you will need to cater for children who have a variety of allergies that are food related, therefore it is essential that you have the knowledge of preparing foods for children with allergies.

#### Part 1

Using the chart below or by producing your own:

- identify main food allergens
- describe the impact of allergic reactions in relation to diet
- describe the impact of anaphylaxis of lifestyle.

Main food allergens	Impact of allergic reactions on diet	Impact on lifestyle

## Part 2

Produce a chart that:

- states methods used to:
  - prepare food
  - cook foodwhich prevents contamination
- describes how the risk of an allergic reaction can be minimised.

## Part 3

The Food Standards Agency provides information about food allergies. Research this information and produce a written account that:

- explains the effects of:
  - food preparation
  - cooking methodsin relation to allergic contents of foods
- explains effective communication regarding allergens to colleagues
- explains why separate equipment, materials and personal protective equipment are used when preparing and cooking food for allergy sufferers.

## CEY 14: Prepare meals to meet current nutritional standards in an early years setting

**Unit reference** D/506/4887 **Unit level** 2

**Credit value** 3 **GL** 23

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to prepare meals to meet current nutritional standards in an early years setting.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 4 must be assessed in a real work environment.</b>			
1. Understand nutrition for children from birth to 5 years.	1.1. Identify the current <b>nutritional standards</b> used within early years settings.		
	1.2. Explain nutrients to constitute a well-balanced diet.		
	1.3. Describe how to plan a nutritious diet for children.		
	1.4. Describe how the nutritional value of food can be affected by: <ul style="list-style-type: none"> <li>• food preparation</li> <li>• cooking methods.</li> </ul>		
	1.5. Explain reasons for knowing calorific values per portion.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Identify special dietary requirements of children.  1.7. Explain the impact of special dietary requirements on menu planning.  1.8. List sources of information in relation to special dietary requirements.		
2. Understand the impact of a poor diet for children.	2.1. Describe the impact of a poor diet for children in the: <ul style="list-style-type: none"> <li>• short term</li> <li>• long term.</li> </ul>		
3. Understand safe working practices.	3.1. Describe safe working practices when: <ul style="list-style-type: none"> <li>• preparing food</li> <li>• cooking food.</li> </ul>		
4. Be able to prepare meals to meet current nutritional standards.	4.1. Work in partnership with <b>others</b> to identify nutritional requirements.  4.2. Prepare menu to fulfil nutritional requirements for children.  4.3. Follow organisational requirements: <ul style="list-style-type: none"> <li>• to cook menu items that meet nutritional requirements</li> <li>• to finish dish</li> <li>• to present dish.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Work within current legal and regulatory requirements to ensure that the preparation areas, cooking areas and equipment are: <ul style="list-style-type: none"> <li>• safe</li> <li>• hygienic</li> <li>• ready for use</li> <li>• free from contaminating substances.</li> </ul>		
	4.5. Report problems with meeting the nutritional standards to the appropriate person.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 14**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	1PR26
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional guidance provided by the sector	<p><b>Nutritional standards</b> include requirements such as those in the Early Years Foundation Stage which includes welfare guidance around food and drink provision in the early years from 0-5 years.</p> <p>Current research in relation to food and nutrition as appropriate.</p> <p><b>Others:</b> Parents, carers, staff, children, other professionals.</p>

## **Assessment task – CEY 14: Prepare meals to meet current nutritional standards in an early years setting**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.

### **Understand nutrition for children from birth to five years.**

Working as an early years cook, you will need to ensure that you have the skills to prepare meals for children that meet the nutritional standards used by early years settings.

#### **Part 1**

Produce a chart that:

- identifies the current nutritional standards used within early years settings.

#### **Part 2**

Using the nutritional standards identified in part 1, produce a report that:

- explains nutrients to constitute a well-balanced diet
- describes how the nutritional value of food can be affected by:
  - food preparation
  - cooking methods
- explains reasons for knowing calorific values per portion.

#### **Part 3**

Using the information from part 1 and part 2 and the Menu Plan from Unit 12 Task 3:

- describe how to plan a nutritious diet for children.

#### **Part 4**

In your setting there may be children who have special dietary requirements. Carry out research using textbooks and the internet to:

- list sources of information in relation to special dietary requirements.

From the list of sources and information you have obtained produce a list that:

- identifies special dietary requirements of children
- explains the impact of special dietary requirements on menu planning.

**Task 2** links to learning outcome 2, assessment criteria 2.1.

**Understand the impact of a poor diet for children.**

A poor diet can have short and long term effects on children. As an early years cook, you will have an opportunity to provide children with healthy balanced meals. Read government policy to support how you can do this and produce an information leaflet that:

- describes the impact of a poor diet for children in the:
  - short term
  - long term.

(Note: assessment criteria 2.1 links to unit CEY 2: assessment criteria 3.1.)

**Task 3** links to learning outcome 3, assessment criteria 3.1.

**Understand safe working practices when working in early years settings.**

When working as a cook in an early years setting, you will need to follow the working practices and procedures of the setting. When preparing and proving meals for children, produce a chart to:

- describe safe working practices when:
  - preparing food
  - cooking food.

## CEY 15: Understand how to prepare, cook and handle food safely

**Unit reference** H/506/4888 **Unit level** 2

**Credit value** 4 **GL** 32

**Unit aim** This unit provides the learner with the knowledge, understanding and skills of how to prepare, cook and handle food safely.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 4 and 6 must be assessed in a real work environment.</b>			
1. Understand how to store food safely.	1.1. Describe the importance of preparing food for storage.		
	1.2. Explain why food beyond its 'use-by-date' must be disposed of.		
	1.3. Describe action to take if storage areas are not clean and tidy.		
	1.4. Identify types of food which are: <ul style="list-style-type: none"> <li>• raw.</li> <li>• ready to eat.</li> </ul>		
	1.5. Identify types of foods that need to be chilled or frozen.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Describe how to safely store food not for immediate consumption.		
	1.7. Explain reasons for stock rotation procedures.		
2. Be able to store food safely.	2.1. Carry out food safety checks in relation to: <ul style="list-style-type: none"> <li>• condition</li> <li>• temperature</li> <li>• use by date.</li> </ul>		
	2.2. Retain labelling information in accordance with organisational requirements.		
	2.3. Carry out food safety checks in relation to: <ul style="list-style-type: none"> <li>• preparing food for storage</li> <li>• storing food safely</li> <li>• stock rotation procedures</li> <li>• disposing food that is beyond 'use by date'.</li> </ul>		
	2.4. Keep records up-to-date in accordance with organisational requirements.		
3. Understand how to prepare, cook and handle food safely.	3.1. Describe defrosting procedures in relation to organisational requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Explain why it is necessary to defrost foods before cooking.		
	3.3. Identify common foods which cause allergic reactions.		
	3.4. Describe organisational requirements and guidelines in relation to foods that cause allergic reactions.		
	3.5. Describe how to avoid cross-contamination between different food groups.		
	3.6. Identify safety requirements for food in relation to: <ul style="list-style-type: none"> <li>• preparation</li> <li>• cooking</li> <li>• reheating</li> <li>• holding</li> <li>• timings.</li> </ul>		
4. Be able to prepare, cook and handle food safely.	4.1. Follow procedures for dealing with food hazards.		
	4.2. Follow organisational procedures and guidelines for items that may cause allergic reactions.		
	4.3. Prevent cross-contamination between different food groups.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Maintain food safety in relation to: <ul style="list-style-type: none"> <li>• methods</li> <li>• timings</li> <li>• safety checks.</li> </ul>		
	4.5. Keep food safety records up-to-date.		
5. Understand how to maintain food safety.	5.1. Describe how to use a food safety management system.		
	5.2. Describe what may happen if hazards are not controlled.		
	5.3. Explain reasons for monitoring hazards within a kitchen.		
	5.4. Identify the key stages in the hazard monitoring process.		
	5.5. Identify reporting procedures in relation to organisational requirements.		
6. Be able to maintain food safety.	6.1. Carry out a risk assessment to include: <ul style="list-style-type: none"> <li>• potential <b>hazards</b></li> <li>• hazards</li> </ul> to food safety in the kitchen.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 15**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

<p>Additional guidance provided by the sector</p>	<p><b>Hazards:</b> These may be in relation to:</p> <ul style="list-style-type: none"> <li>• cooking</li> <li>• chilling</li> <li>• cleaning</li> <li>• cross-contamination.</li> </ul>
<p>Additional guidance</p>	<p>Keeping yourself clean and hygienic. There must be performance evidence and direct observations gathered through the learner's work such as their clothes, hygiene practise, keeping the work area clean, storing food safely, safe preparation and holding of food.</p> <p>Cleanliness of clothing</p> <p>Hand washing procedures and when hands are washed i.e.:</p> <ul style="list-style-type: none"> <li>• after going to the toilet or in contact with faeces</li> <li>• handling raw foods etc.</li> </ul> <p>Keeping the workplace clean</p> <p>Food storage i.e.:</p> <ul style="list-style-type: none"> <li>• ambient temperature</li> </ul>

	<ul style="list-style-type: none"><li>• refrigerator</li><li>• freezer.</li></ul> <p>Preparing and cooking food i.e.:</p> <ul style="list-style-type: none"><li>• defrosting food</li><li>• preparing food, including washing and peeling</li><li>• cooking food.</li></ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
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## **Assessment task – CEY 15: Understand how to prepare, cook and handle food safely**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7.

### **Understand how to store food safely.**

When preparing, cooking and handling food in early years settings, it is important that you follow the setting's policies and procedures. Produce an information pack that can be used by parents and carers which informs them of the importance of food safety. In the pack, include information that:

- describes the importance of preparing food for storage
- identifies types of food which are:
  - raw
  - ready to eat
- identifies types of foods that need to be chilled or frozen
- explains why food beyond its 'use-by-date' must be disposed of
- describes how to safely store food not for immediate consumption
- explains stock rotation procedures
- describes action to take if storage areas are not clean and tidy.

**Task 2** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6.

### **Understand how to prepare, cook and handle food safely.**

Working as a cook in early years settings you will need to understand and follow the procedures of the setting when preparing, cooking and handling food safely.

#### **Part 1: Defrosting foods**

Produce a flow chart that:

- describes defrosting procedures in relation to organisational requirements.

When you have completed your flow chart write a written summary that:

- explains why it is necessary to defrost foods before cooking.

## **Part 2: Allergic reactions**

Produce a list that:

- identifies common foods which cause allergic reactions.

Using the policies and procedures of your setting in relation to allergic reactions produce a written account that:

- describes organisational requirements and guidelines in relation to foods that cause allergic reactions.

## **Part 3: Safety requirements**

In your setting you will need to ensure that you avoid cross contamination between food groups. Produce a written account to:

- describe how to avoid cross-contamination between different food groups.

As a cook you will need to maintain safety requirements throughout the preparing and cooking process. Produce a chart that:

- identifies safety requirements for food in relation to:
  - preparation
  - cooking
  - reheating
  - holding
  - timings.

**Task 3** links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5.

### **Understand how to maintain food safety.**

The manager of the setting has reviewed the food safety policies and procedures of the setting and has asked you to write a new Food Safety Policy. Write a new policy and procedures which:

- describes how to use a food safety management system
- describes what may happen if hazards are not controlled
- explains reasons for monitoring hazards within the kitchen
- identifies the key stages in the hazard monitoring process
- identifies reporting procedures in relation to organisational requirements.

## CEY 16: Maintain workplace safety and hygiene practices

**Unit reference** K/506/4889 **Unit level** 2

**Credit value** 3 **GL** 26

**Unit aim** This unit provides the learner with the knowledge, understanding and skills of maintaining workplace safety and hygiene practices.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 4 must be assessed in a real work environment.</b>			
1. Understand hygienic practice in the kitchen.	1.1. Explain the legal responsibilities of the early years cook in relation to the Health and Safety Act 1974.		
	1.2. Explain the role of the early years cook in accordance with organisational policies and procedures.		
	1.3. Identify <b>personal protective equipment</b> that must be used when handling, preparing and cooking food.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Describe hygienic practice when handling food in relation to: <ul style="list-style-type: none"> <li>• dress</li> <li>• hair</li> <li>• jewellery</li> <li>• hand washing</li> <li>• personal hygiene</li> <li>• smoking</li> <li>• perfume</li> <li>• cosmetics.</li> </ul>		
	1.5. Explain action to take in relation to: <ul style="list-style-type: none"> <li>• reporting skin abrasions</li> <li>• treatment of skin abrasions</li> <li>• potential cross infection</li> <li>• illness and sickness.</li> </ul>		
	1.6. Describe reporting procedures for illness and infections.		
	1.7. Explain how to maintain a hygienic working area.		
	1.8. Describe the use of clean and suitable cloths when cleaning.		
2. Be able to maintain hygienic practice in the kitchen.	2.1. Demonstrate correct use of personal protective equipment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Use hygienic practice when handling food in relation to: <ul style="list-style-type: none"> <li>• dress</li> <li>• hair</li> <li>• jewellery</li> <li>• hand washing</li> <li>• personal hygiene</li> <li>• smoking</li> <li>• perfume</li> <li>• cosmetics.</li> </ul>		
	2.3. Demonstrate effective hand washing techniques.		
	2.4. Maintain clean and hygienic surfaces and equipment.		
	2.5. Undertake a risk assessment in relation to: <ul style="list-style-type: none"> <li>• damaged surfaces and equipment</li> <li>• disposal of waste</li> <li>• infestation.</li> </ul>		
3. Understand emergency procedures.	3.1. Describe organisational procedures in relation to: <ul style="list-style-type: none"> <li>• fire and safety legislation</li> <li>• security checks.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Describe organisational procedures in relation to: <ul style="list-style-type: none"> <li>• responding to a fire</li> <li>• minimising risk of fire</li> <li>• use of firefighting equipment.</li> </ul>		
	3.3. Explain first aid arrangements in accordance with organisational requirements.		
	3.4. Explain lifting and handling techniques in accordance with organisational requirements.		
4. Be able to maintain a safe and secure workplace.	4.1. Adhere to organisational procedures in relation to: <ul style="list-style-type: none"> <li>• emergency drills</li> <li>• security checks.</li> </ul>		
	4.2. State the possible causes of fire in the workplace.		
	4.3. Describe how to minimise the risk of fire.		
	4.4. Follow procedures to warn others about potential hazards.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5. Identify potential accidents that may occur in the workplace and follow workplace procedures in dealing with these.		
	4.6. Explain arrangements in accordance with organisational requirements for: <ul style="list-style-type: none"> <li>• first aid</li> <li>• lifting and handling.</li> </ul>		
	4.7. Explain the importance of reporting all routine and non-routine incidents to the appropriate person.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 16**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional information	<p><b>Personal protective equipment:</b></p> <p>Learners must know about appropriate personal protective equipment, including but not exhaustive of:</p> <ul style="list-style-type: none"><li>• disposable gloves and aprons</li><li>• high vis (appointed fire representative)</li><li>• covering hair with nets or appropriate head wear.</li></ul>

## **Assessment task – CEY 16: Maintain workplace safety and hygiene practices**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.

### **Understand hygienic practice in the kitchen.**

When working in a kitchen, it is important that you follow hygienic practices in accordance with legislation. Policies and procedures set by the work place will ensure you do this.

#### **Part 1**

The manager of the setting has asked for your support in writing a job description for a kitchen assistant. You have been asked to support with:

- explaining the legal responsibilities of the early years cook in relation to the Health and Safety Act 1974
- explaining the role of the early years cook in accordance with organisational policies and procedures.

#### **Part 2**

The manager has asked you to produce a code of conduct leaflet for the new employee that:

- identifies personal protective equipment that must be used when handling, preparing and cooking food
- describes hygienic practice when handling food in relation to:
  - dress
  - hair
  - jewellery
  - hand washing
  - personal hygiene
  - smoking
  - perfume products
  - cosmetics.

### Part 3

You have been asked by the manager to provide training on health and safety for the new employee. Devise a health and safety induction pack that:

- explains action to take in relation to:
  - reporting skin abrasions
  - treatment of skin abrasions
  - potential cross infection
  - illness and sickness
- describes reporting procedures for illness and infections
- explains how to maintain a hygienic working area
- describes the use of clean and suitable cloths when cleaning.

**Task 2** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, and 3.4.

#### **Understand emergency procedures.**

Plan a presentation to be used with the new employee that:

- describes organisational procedures in relation to:
  - fire and safety legislation
  - security checks
- describes organisational procedures in relation to:
  - responding to a fire
  - minimising risk of fire
  - use of firefighting equipment
- explains first aid arrangements in accordance with organisational requirements
- explains lifting and handling techniques in accordance with organisational requirements.

# Optional units



## CEY 17: Prepare, produce and finish basic hot sauces

**Unit reference** K/506/4892 **Unit level** 2

**Credit value** 2 **GL** 18

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to prepare, produce and finish basic hot sauces.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand how to produce basic hot sauces.	1.1. Describe checks undertaken to check ingredients.		
	1.2. Identify quality indicators to look for in sauce ingredients.		
	1.3. Describe how to use correct tools and equipment required for the: <ul style="list-style-type: none"> <li>• preparation</li> <li>• cooking</li> <li>• finishing</li> </ul> of hot sauces.		
	1.4. Explain the importance of using the correct: <ul style="list-style-type: none"> <li>• equipment</li> <li>• techniques.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. List the temperatures for cooking various hot sauces.		
	1.6. Describe how to identify when hot sauces have the correct: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• consistency</li> <li>• finish.</li> </ul>		
	1.7. Explain the importance of holding and serving sauces at the correct temperature.		
2. Understand healthy eating options.	2.1. Identify healthy eating options when making hot sauce dishes.		
3. Be able to produce a basic hot sauce.	3.1. Follow organisational procedures in relation to quality checks for ingredients.		
	3.2. Use tools and equipment correctly.		
	3.3 Prepare, cook and finish the sauce to meet requirements in relation to: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• consistency</li> <li>• finish.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Ensure the sauce is at the correct temperature for holding and serving.		
	3.5. Safely store cooked sauces not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 17**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## CEY 18: Prepare, produce and finish basic rice, pulse and grain dishes

**Unit reference** T/506/4894 **Unit level** 2

**Credit value** 2 **GL** 17

**Unit aim** This unit provides the learner with the knowledge, understanding and skills of how to prepare, produce and finish basic rice, pulse and grain dishes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand how to produce basic rice, pulse and grain dishes.	1.1. Describe checks undertaken for ingredients.		
	1.2. Describe quality indicators in: <ul style="list-style-type: none"> <li>• rice</li> <li>• pulses</li> <li>• <b>grains.</b></li> </ul>		
	1.3. Describe action to take if there are problems with: <ul style="list-style-type: none"> <li>• rice</li> <li>• pulses</li> <li>• grains.</li> </ul>		
	1.4. Identify the correct tools and equipment to carry out relevant preparation methods.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Explain the importance of using the correct <b>techniques/methods</b> .		
	1.6. Describe how to identify when rice, pulse and grain dishes have the correct: <ul style="list-style-type: none"> <li>• colour</li> <li>• flavour</li> <li>• texture</li> <li>• quantity.</li> </ul>		
	1.7. Identify the correct temperature for: <ul style="list-style-type: none"> <li>• holding rice, pulse and grain dishes</li> <li>• serving rice, pulse and grain dishes.</li> </ul>		
	1.8. Describe how rice, pulses and grains can be cooled to maintain effective food safety.		
2. Understand healthy eating options.	2.1. Identify healthy eating options when making rice, pulse and grain dishes.		
3. Be able to produce basic rice, pulse and grain dishes.	3.1. Undertake quality checks for ingredients.		
	3.2. Use tools and equipment correctly.		
	3.3. Cook ingredients using the correct preparation and cooking methods.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Ensure dishes have the correct: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• quantity.</li> </ul>		
	3.5. Garnish and present food products to meet organisational standards.		
	3.6. Make sure dishes are at the correct temperature for: <ul style="list-style-type: none"> <li>• holding</li> <li>• serving.</li> </ul>		
	3.7. Ensure prepared food that is not for immediate use is stored safely.		
	3.8. Identify other foods for which grains can be used as a substitute.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 18**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Additional guidance provided by the sector

**Grains:**

- pearl and pot barley
- buckwheat
- corn/maize (polenta)
- oats
- round
- millet
- wheat – bulgar, semolina, couscous
- quinoa.

**Techniques/methods:**

- soaking
- boiling
- leaving covered
- baking.

## CEY 19: Prepare, produce and finish basic pasta dishes

**Unit reference** A/506/4895 **Unit level** 2

**Credit value** 2 **GL** 18

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to prepare, produce and finish basic pasta dishes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand how to produce basic pasta dishes.	1.1. Describe checks undertaken to ensure pasta and other ingredients meet dish requirements.		
	1.2. Identify quality indicators for pasta and other ingredients used in the dish.		
	1.3. Describe action to take if there are any problems with the pasta or other ingredients.		
	1.4. Explain the importance of: <ul style="list-style-type: none"> <li>• time</li> <li>• temperature</li> </ul> when cooking and finishing pasta dishes.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Explain which: <ul style="list-style-type: none"> <li>• tools</li> <li>• equipment</li> <li>• techniques</li> </ul> to use for specific preparation and cooking methods.		
	1.6. Describe how to carry out the relevant preparation and cooking methods.		
	1.7. Describe how to identify correct: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• quantity.</li> </ul>		
	1.8. Identify the correct temperature for: <ul style="list-style-type: none"> <li>• holding pasta</li> <li>• serving pasta</li> <li>• cooling</li> <li>• storing.</li> </ul>		
2. Understand healthy eating options.	2.1. Describe healthy eating options when making pasta dishes.		
3. Be able to produce basic pasta dishes.	3.1. Check pasta and other ingredients meet dish requirements.		
	3.2. Use the correct tools and equipment correctly.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Prepare and cook the pasta and other ingredients to meet the dish requirements.		
	3.4. Ensure pasta dish is of the correct: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• temperature</li> <li>• quantity.</li> </ul>		
	3.5. Present and garnish the pasta dish to meet requirements.		
	3.6. Safely store any cooked pasta dishes not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 19**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## CEY 20: Prepare, produce and finish basic bread and dough products

**Unit reference** J/506/4897                      **Unit level** 2  
**Credit value** 2                                      **GL** 14

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to prepare, produce and finish basic bread and dough products.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand how to produce basic bread and dough products.	1.1. Describe checks undertaken to check that the ingredients meet dish requirements.		
	1.2. Identify quality factors which impact on bread and dough products.		
	1.3. Describe action to take if there are any problems with ingredients.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Identify tools and equipment to: <ul style="list-style-type: none"> <li>• prepare</li> <li>• cook</li> <li>• finish</li> <li>• serve</li> </ul> basic bread and dough products.		
	1.5. Describe cooking methods.		
	1.6. Explain why it is important to use the correct tools, equipment and techniques.		
	1.7. Describe how to identify when bread and dough products have the correct: <ul style="list-style-type: none"> <li>• colour</li> <li>• texture</li> <li>• finish.</li> </ul>		
	1.8. Explain the correct temperature and conditions for: <ul style="list-style-type: none"> <li>• holding</li> <li>• serving</li> </ul> bread and dough products.		
	1.9. Explain how to safely store bread and dough products.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand healthy eating options.	2.1. Describe healthy eating options when making bread and dough products.		
3. Be able to produce basic bread and dough products.	3.1. Check ingredients meet organisational requirements in relation to: <ul style="list-style-type: none"> <li>• quality</li> <li>• quantity</li> </ul> requirements for the dish.		
	3.2. Use the correct tools and equipment.		
	3.3. Prepare and cook ingredients to meet requirements.		
	3.4. Ensure the bread and dough products have the correct: <ul style="list-style-type: none"> <li>• colour</li> <li>• texture</li> <li>• finish.</li> </ul>		
	3.5. Make sure the bread and dough product is at the correct temperature for holding and serving.		
	3.6. Safely store any cooked bread and dough products not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 20**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## CEY 21: Prepare, produce and finish basic pastry products

**Unit reference** L/506/4898 **Unit level** 2

**Credit value** 2 **GL** 17

**Unit aim** This unit provides the learner with the knowledge, understanding and skills of how to prepare, produce and finish basic pastry products.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand how to produce basic pastry products.	1.1. Describe checks undertaken on the ingredients.		
	1.2. Describe action to take if there are any problems with the ingredients.		
	1.3. Explain the importance of following a recipe.		
	1.4. Describe how to use tools and equipment required for: <ul style="list-style-type: none"> <li>• preparing</li> <li>• cooking</li> <li>• finishing</li> </ul> basic pastry products.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. State why it is important to use the correct tools, equipment and techniques.		
	1.6. Identify temperatures for cooking pastry products.		
	1.7. Describe pastry products in relation to: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• finish.</li> </ul>		
	1.8. Explain how to store pastry products after preparation and cooking.		
2. Understand healthy eating options.	2.1. Identify healthy eating options when making pastry products.		
3. Be able to produce basic pastry products.	3.1. Check ingredients meet requirements in relation to: <ul style="list-style-type: none"> <li>• quality</li> <li>• quantity.</li> </ul>		
	3.2. Use the correct: <ul style="list-style-type: none"> <li>• techniques</li> <li>• tools</li> <li>• equipment.</li> </ul>		
	3.3. Cook ingredients to meet dish requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Ensure pastry has the correct: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• finish.</li> </ul>		
	3.5. Ensure the temperature is correct for holding and serving.		
	3.6. Safely store any cooked pastry not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 21**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## CEY 22: Prepare, produce and finish basic cakes, sponges and scones

**Unit reference** R/506/4899 **Unit level** 2

**Credit value** 2 **GL** 14

**Unit aim** This unit provides the learner with the knowledge, understanding and skills of how to prepare, produce and finish basic cakes, sponges and scones.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand how to produce basic cakes, sponges and scones.	1.1. Describe checks in relation to ingredients.		
	1.2. Describe action to take if there is a problem with the ingredients.		
	1.3. Identify the correct tools and equipment to carry out specific preparation and cooking methods.		
	1.4. Describe preparation and cooking methods according to product requirements.		
	1.5. Explain the importance of using the correct: <ul style="list-style-type: none"> <li>• tools</li> <li>• equipment</li> <li>• techniques.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Describe how to identify when cakes, sponges and scones have the correct: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• quantity.</li> </ul>		
	1.7. Describe how to present basic cakes, sponges and scones.		
	1.8. Describe how to store cakes, sponges and scones.		
2. Understand healthy eating options.	2.1. Identify healthy eating options when making cakes, sponges and scones.		
3. Be able to produce basic cakes, sponges and scones.	3.1. Check ingredients meet requirements.		
	3.2. Use tools and equipment correctly.		
	3.3. Prepare, cook and finish the product to meet requirements.		
	3.4. Ensure products have correct: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• quantity.</li> </ul>		
	3.5. Make sure products are at correct temperature for holding and serving.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.6. Safely store any cooked products not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 22**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## CEY 23: Prepare, produce and finish basic hot and cold desserts

**Unit reference** A/506/4900 **Unit level** 2

**Credit value** 2 **GL** 18

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to prepare, produce and finish hot and cold desserts.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in the real work environment.</b>			
1. Understand how to produce hot and cold desserts.	1.1. Describe checks undertaken in relation to ingredients.		
	1.2. Describe action to take if there are any problems with ingredients.		
	1.3. Explain the importance of: <ul style="list-style-type: none"> <li>• time</li> <li>• temperature</li> <li>• storage</li> </ul> when finishing basic hot and cold desserts.		
	1.4. Identify quality indicators in relation to basic hot and cold desserts.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Describe relevant cooking methods.		
	1.6. Describe relevant finishing methods.		
	1.7. Explain the importance of using correct: <ul style="list-style-type: none"> <li>• tools</li> <li>• equipment</li> <li>• techniques.</li> </ul>		
	1.8. Describe how to identify the correct: <ul style="list-style-type: none"> <li>• colour</li> <li>• texture</li> <li>• consistency</li> <li>• quantity</li> </ul> of hot and cold desserts.		
	1.9. Analyse problems that can occur when cooking and finishing hot and cold desserts.		
2. Understand healthy eating options.	2.1. Describe healthy eating options when making hot and cold desserts.		
3. Be able to produce hot and cold desserts.	3.1. Follow organisational procedures in relation to: <ul style="list-style-type: none"> <li>• checking ingredients</li> <li>• quality</li> <li>• quantity requirements.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Use the right tools and equipment.		
	3.3. Use correct preparation and cooking methods when making hot and cold desserts.		
	3.4. Ensure dishes have the correct: <ul style="list-style-type: none"> <li>• flavour</li> <li>• colour</li> <li>• texture</li> <li>• quantity</li> <li>• finish.</li> </ul>		
	3.5. Ensure dishes are at the correct temperature for holding and serving.		
	3.6. Safely store any prepared ingredients not for immediate consumption.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 23**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## CEY 24: Prepare, produce and finish basic flour, dough and tray baked products

**Unit reference** F/506/4901 **Unit level** 2

**Credit value** 3 **GL** 25

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to prepare, produce and finish basic flour, dough and tray baked products.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 3 and 5 must be assessed in a real work environment.</b>			
1. Understand how to prepare flour, dough and tray baked products.	1.1. Explain the importance of: <ul style="list-style-type: none"> <li>oven temperature prior to baking</li> <li>timing.</li> </ul>		
	1.2. Describe quality checks undertaken prior to baking.		
	1.3. Identify tools and equipment needed for specific baking requirements.		
2. Understand healthy eating options.	2.1. Identify healthy eating options when making flour, dough and tray baked products.		
3. Be able to prepare flour, dough and tray baked products.	3.1. Identify number of portions required for service.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Ensure ingredients are of the required: <ul style="list-style-type: none"> <li>• type</li> <li>• quality</li> <li>• quantity.</li> </ul>		
	3.3. Follow organisational procedures to: <ul style="list-style-type: none"> <li>• prepare products</li> <li>• store products.</li> </ul>		
4. Understand how to cook, finish and present flour, dough and tray baked products.	4.1. Describe what quality points to look for in basic flour, dough and tray baked ingredients.		
	4.2. Describe the preparation and cooking methods for basic flour, dough and tray baked products.		
	4.3. Explain potential problems that may occur whilst cooking flour, dough and tray baked products.		
	4.4. Explain why it is important to follow dish instructions, and use the correct equipment while portioning.		
	4.5. Describe healthy eating options when preparing, cooking and finishing basic flour, dough and tray baked products.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to cook, finish and present flour, dough and tray baked products.	5.1. Ensure that flour, dough and tray baked products are of the required: <ul style="list-style-type: none"> <li>• type</li> <li>• quality</li> <li>• quantity.</li> </ul>		
	5.2. Combine flour and tray baked products with other ingredients.		
	5.3. Cook basic flour, dough and tray baked products to organisational requirements with regard to: <ul style="list-style-type: none"> <li>• aroma</li> <li>• texture</li> <li>• temperature</li> <li>• consistency.</li> </ul>		
	5.4. Use basic finishing methods where necessary to meet quality and organisational requirements.		
	5.5. Store and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 24**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## CEY 25: Prepare, produce and finish hot and cold sandwiches

**Unit reference** J/506/4902 **Unit level** 2

**Credit value** 1 **GL** 10

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to prepare, produce and finish hot and cold sandwiches.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Understand how to prepare hot and cold sandwiches.	1.1. Explain how to check that bread and fillings are suitable for hot and/or cold sandwiches.		
	1.2. Identify tools and equipment for making sandwiches.		
	1.3. Describe how to present sandwiches.		
	1.4. Describe the correct methods of storing sandwiches between preparation and consumption.		
2. Be able to prepare hot and cold sandwiches.	2.1. Check bread and fillings to ensure that they meet quality and quantity requirements for hot and cold sandwiches.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Select tools and equipment.		
	2.3. Prepare sandwiches to meet: <ul style="list-style-type: none"> <li>• order requirements</li> <li>• nutritional requirements.</li> </ul>		
	2.4. Store any sandwiches and fillings not for immediate use.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 25**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## CEY 26: Maintain an efficient use of food resources

<b>Unit reference</b>	R/506/4904	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	14

**Unit aim** This unit provides the learner with the knowledge, understanding and skills for working in an efficient way to ensure food resources are not wasted.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Understand how to maintain an efficient use of food resources.	1.1. Describe the principles of stock and portion control.		
	1.2. Describe the financial impact food resource wastage can have on the organisation.		
	1.3. Explain organisational procedures for recording food usage.		
	1.4. Explain procedures for storing opened food items.		
	1.5. Explain the importance of maintaining minimum food stock levels.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Describe processes for: <ul style="list-style-type: none"> <li>• storing stock</li> <li>• labelling stock</li> <li>• disposal of food stock</li> <li>• ordering of food stock.</li> </ul>		
2. Be able to maintain an efficient use of food resources.	2.1. Collect information to anticipate the number of children to be served.		
	2.2. Check storage areas to ensure that sufficient volumes of food resources are available.		
	2.3. Check food items are of the required type and quality.		
	2.4. Organise food resources for immediate use in a manner that makes them accessible.		
	2.5. Organise food items for immediate use to reduce the risk of cross contamination.		
	2.6. Follow portion control measures that meet organisational and dish requirements.		
	2.7. Label and store food items in a safe manner for use in the next service period.		
	2.8. Identify items nearing the end of their shelf life.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.9. Record any food wastage.		
	2.10. Identify any potential food shortages and report to relevant people.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: CEY 26**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## CEY 27: Maintain an efficient use of resources in the kitchen

**Unit reference** Y/506/4905 **Unit level** 2

**Credit value** 2 **GL** 13

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to work in an efficient way to ensure that physical resources used in the kitchen, including energy and water, are not wasted.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Understand how to maintain an efficient use of resources in the kitchen.	1.1. Identify the principles of energy efficiency and waste reduction.		
	1.2. Describe the financial impact that wastage of <b>physical resources</b> can have on the organisation.		
	1.3. Describe how electricity and gas waste can be minimised.		
	1.4. Give examples of inefficient ways of working in the kitchen.		
	1.5. State how excessive waste should be reported.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to maintain an efficient use of resources in the kitchen.	2.1. Follow manufacturers' guidelines to ensure that kitchen equipment is working correctly.		
	2.2. Use cooking equipment efficiently.		
	2.3. Ensure taps are not left running.		
	2.4. Ensure correct disposal of packaging.		
	2.5. Follow organisational procedures in relation to: <ul style="list-style-type: none"> <li>• reporting faults to equipment</li> <li>• potential wastage.</li> </ul>		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 27**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Additional guidance

**Physical resources:** Gas, electricity, water.

## CEY 28: Prepare, operate and clean specialist food preparation and cooking equipment

**Unit reference** H/506/4907 **Unit level** 2

**Credit value** 4 **GL** 31

**Unit aim** This unit provides the learner with the knowledge, understanding and skills for operating and maintaining specialist cooking equipment.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 5 are assessed in a real work environment.</b>			
1. Understand how to operate <b>specialist food preparation and cooking equipment.</b>	1.1. Describe types of specialist equipment used within the early years setting.		
	1.2. Describe hazards and potential hazards relating to specialist equipment.		
	1.3. Explain how hazards and potential hazards can be minimised.		
	1.4. Explain reporting procedures in relation to hazards and potential hazards.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to prepare specialist food preparation and cooking equipment.	2.1. Ensure that the equipment is safe to operate.		
	2.2. Check the equipment controls are set at the correct level before operating.		
3. Be able to operate specialist food preparation and cooking equipment.	3.1. Follow manufacturer's procedures to switch on and operate equipment.		
	3.2. Monitor the action of the equipment to ensure that it is operating correctly.		
	3.3. Shut down equipment at the end of service following the correct procedures.		
	3.4. Re-assemble the equipment so it is ready to use, and meets required health and safety and food safety standards.		
	3.5. Report any identified problems or faults to the relevant person.		
4. Understand how to clean specialist food preparation and cooking equipment.	4.1. Describe how the equipment should be cleaned.		
	4.2. List the relevant cleaning agents that should be used with the equipment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Describe how cleaning agents should be used to avoid accidents and potential food safety hazards.		
5. Be able to clean specialist food preparation and cooking equipment.	5.1. Check the equipment is clean to use.		
	5.2. Disassemble the equipment correctly and safely to enable effective cleaning.		
	5.3. Clean the equipment and its component parts using the correct methods and cleaning agents.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 28**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Additional guidance provided by the sector

**Specialist food preparation and cooking equipment** may include: items specific to the operation such as pressure fryers, combination ovens and food holding systems.



## CEY 29: Prepare meals for distribution in an early years setting

**Unit reference** K/506/4908 **Unit level** 2

**Credit value** 2 **GL** 13

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to prepare meals for distribution in an early years setting.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Understand how to prepare meals for distribution.	1.1. Identify equipment and systems used to transfer food within the early years setting.		
	1.2. Describe <b>factors</b> which contribute to food safety when preparing meals for distribution.		
	1.3. Describe organisational procedures for labelling food.		
	1.4. Describe individual dietary plans.		
2. Be able to prepare meals for distribution.	2.1. Check the required quantity and range of food against order information provided.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Use approved methods to portion food to meet: <ul style="list-style-type: none"> <li>• order requirements</li> <li>• nutritional requirements</li> </ul> of individual children.		
	2.3. Cover food using appropriate materials in a manner that maintains the quality and safety of the food.		
	2.4. Label food items according to organisational procedures.		
	2.5. Load trolleys and containers to ensure that the quality and safety of the food is maintained.		
	2.6. Transport food ensuring presentation standards are met.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 29**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional guidance provided by the sector	<b>Factors:</b> Quality control such as: <ul style="list-style-type: none"><li>• storage</li><li>• timing</li><li>• temperature</li><li>• collection and distribution methods.</li></ul>



## CEY 30: Modify the content of dishes

**Unit reference** M/506/4909 **Unit level** 2

**Credit value** 4 **GL** 31

**Unit aim** This unit provides the learner with the knowledge, understanding and skills of how to modify the content of dishes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Understand balanced diets.	1.1. Describe the quantity of nutrients needed to maintain a balanced diet for children.		
	1.2. Describe the impact on nutrition of: <ul style="list-style-type: none"> <li>• food preparation methods</li> <li>• fortification of food</li> <li>• modification of food</li> <li>• cooking methods.</li> </ul>		
	1.3. Describe the importance of maintaining adequate nutritional levels.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. State why it is important to meet: <ul style="list-style-type: none"> <li>• order requirements</li> <li>• nutritional requirements</li> </ul> of children.		
	1.5. Describe why different types of consistency of food and drink are necessary for individual children.		
	1.6. Describe the quality of food products in terms of: <ul style="list-style-type: none"> <li>• aroma</li> <li>• texture</li> <li>• taste</li> <li>• appearance</li> </ul> on completion.		
	1.7. Identify food types with high levels of fat.		
	1.8. Identify alternative food products in relation to fat content.		
	1.9. Describe components of glutens.		
2. Understand fortification and modification of food.	2.1. Explain reasons why some children may require modified or fortified food and drink.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Describe why it is important to keep areas and equipment hygienic when modifying and fortifying food.		
	2.4. Identify contamination threats when modifying food.		
	2.5. Explain why time and temperature are important when modifying food.		
3. Be able to modify the content of dishes.	3.1. Ensure preparation, cooking areas and equipment are: <ul style="list-style-type: none"> <li>• safe</li> <li>• hygienic</li> <li>• ready for use.</li> </ul>		
	3.2. Plan own workload.		
	3.3. Follow individual dietary plans.		
	3.4. Ensure that the meal: <ul style="list-style-type: none"> <li>• contains ingredients of the type required</li> <li>• is correctly prepared</li> <li>• is cooked to the required stage.</li> </ul>		
	3.5. Follow a method to cook dish.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.6. Ensure that finish and presentation of food or drinks meets: <ul style="list-style-type: none"> <li>• organisational standards</li> <li>• nutritional and dietary requirements of the children.</li> </ul>		
	3.7. Follow organisational requirements in relation to ensuring food or drink is maintained at the correct temperature until ready for serving.		
	3.8. Store and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control.		
	3.9. Follow organisational requirements in relation to: <ul style="list-style-type: none"> <li>• cleaning preparation areas</li> <li>• cleaning cooking areas</li> <li>• cleaning equipment.</li> </ul>		
	3.10. Report any problems in accordance with organisational requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.11. Modify the consistency of food and drink in line with: <ul style="list-style-type: none"> <li>• relevant organisational procedures</li> <li>• current legal and regulatory requirements</li> <li>• safe and hygienic practices.</li> </ul>		
	3.12. Identify foods or products which can be used to modify or fortify dishes.		
	3.13. State whether the dish ingredients contain genetically modified organisms (GMOs).		
	3.14. Describe the level of consistency commonly required for different modification methods.		
4. Understand how to store food.	4.1. Explain why dishes should be stored at required safe temperature before cooking.		
	4.2. Describe processes for storing food not for immediate consumption.		
5. Understand allergic reactions derived from food products.	5.1. Identify foods that commonly cause allergic reactions.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2. Describe what actions should be taken when producing food to prevent allergic reactions.		
	5.3. Identify sources of information in relation to allergies.		
	5.4. Explain why some children follow a gluten free diet.		
	5.5. Describe action to take if dish ingredients are not available to meet special dietary requirements.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 30**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# CEY 31: Cook-chill food

**Unit reference** K/506/4911                      **Unit level** 2  
**Credit value** 3                                      **GL** 24

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to cook and chill food.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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**Learning outcomes 2 and 4 must be assessed in a real work environment.**

1. Understand how to portion, pack and blast chill food.	1.1. Explain the importance of: <ul style="list-style-type: none"> <li>• time</li> <li>• temperature</li> </ul> when preparing cook-chill food.		
	1.2. Explain why food containers must be sealed and labelled correctly before storage.		
	1.3. Explain why portions must be controlled when filling packages.		
	1.4. Describe organisational procedures in relation to quality when: <ul style="list-style-type: none"> <li>• portioning</li> <li>• packing</li> <li>• blast chilling food.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to portion, pack and blast chill food.	2.1. Prepare food for portion packing and blast chill in relation to: <ul style="list-style-type: none"> <li>• type</li> <li>• quality</li> <li>• quantity.</li> </ul>		
	2.2. Follow organisational procedures in relation to quality.		
	2.3. Portion, pack and cover food.		
	2.4. Blast chill food and seal and label it correctly.		
	2.5. Transport containers to the appropriate storage areas.		
	2.6. Handle containers correctly ensuring they remain undamaged.		
	2.7. Monitor and record food temperatures accurately.		
3. Understand how to cook-chill food.	3.1. Explain the importance of monitoring and recording food temperatures regularly.		
	3.2. Explain why organisational stock rotation procedures must be followed.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Explain the impact of: <ul style="list-style-type: none"> <li>• time</li> <li>• temperature</li> </ul> when storing cook-chill food.		
	3.4. Explain why storage areas should be secure.		
4. Be able to cook-chill food.	4.1. Store cook-chill items under the correct conditions.		
	4.2. Follow stock rotation procedures in relation to organisational procedures.		
	4.3. Maintain accurate records of food items that are: <ul style="list-style-type: none"> <li>• received</li> <li>• stored</li> <li>• issued.</li> </ul>		
	4.4. Handle food items with care so they remain undamaged.		
	4.5. Monitor and record food temperatures accurately.		
	4.6. Secure storage areas.		
	4.7. Follow organisational procedures in relation to the identification of any problems with the storage of cook-chill items.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 31**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards	2PR5
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## CEY 32: Cook-freeze food

**Unit reference** M/506/4912                      **Unit level** 2

**Credit value** 3                                      **GL** 21

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to cook and freeze food.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 4 must be assessed in a real work environment.</b>			
1. Understand how to portion, pack and blast freeze food.	1.1. Explain the impact of: <ul style="list-style-type: none"> <li>• time</li> <li>• temperature</li> </ul> when preparing cook-freeze food.		
	1.2. Explain why food containers must be sealed and labelled correctly before storage.		
	1.3. Explain why portions must be controlled when filling packages.		
	1.4. Describe organisational procedures in relation to quality when: <ul style="list-style-type: none"> <li>• portioning</li> <li>• packing</li> <li>• blast freezing food.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to portion, pack and blast freeze food.	2.1. Ensure food is prepared to be frozen with regard to: <ul style="list-style-type: none"> <li>• type</li> <li>• quality</li> <li>• quantity</li> <li>• portion</li> <li>• packaging.</li> </ul>		
	2.2. Follow organisational procedures in relation to quality control.		
	2.3. Blast freeze, seal and label food correctly.		
	2.4. Transport containers to the appropriate storage area.		
	2.5. Handle containers correctly ensuring they remain undamaged.		
	2.6. Monitor and record food temperatures accurately.		
3. Understand how to store cook-freeze food.	3.1. Explain the importance of monitoring and recording food temperatures regularly.		
	3.2. Explain why organisational stock rotation procedures must be followed.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Explain the impact of: <ul style="list-style-type: none"> <li>• time</li> <li>• temperature</li> </ul> when storing cook-freeze food.		
	3.4. Explain why storage areas should be secure.		
4. Be able to store cook-freeze food.	4.1. Store cook-freeze items under the correct conditions.		
	4.2. Follow stock rotation procedures in relation to organisational procedures.		
	4.3. Maintain accurate records of food items that are: <ul style="list-style-type: none"> <li>• received</li> <li>• stored</li> <li>• issued.</li> </ul>		
	4.4. Handle food items with care so they remain undamaged.		
	4.5. Monitor and record food temperatures accurately.		
	4.6. Secure storage areas.		
	4.7. Follow organisational procedures in relation to the identification of any problems with the storage of cook-freeze items.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CEY 32**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards	2PR6
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## **Section 4: Assessment and quality assurance information**

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

- \* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:
- when assessment may cause distress to an individual, such as supporting a child with a specific need
  - a rarely occurring situation, such as dealing with an accident or illness
  - confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.
- \*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in “**Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**”.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the unit they are assessing or quality assuring.

## NCFE CACHE Assessment Strategy

### Knowledge learning outcomes

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence / Skills learning outcomes

- Assessors will need to be both occupationally competent and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.



## Section 5: Documents

## Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

## Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance**.

## Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: [www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations](http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations)

## Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

## Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.