Entry 3 - Unit 1 - Hygiene in Catering

Assessor's guide to interpreting the criteria

General Information

- Entry Level 3 in the Qualification Credit Framework. It is mapped to the National curriculum at levels 3 and 4.
- The definition of an entry level qualification is to recognize basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
- The criteria are designed to provide opportunities to promote numeracy, literacy and social skills as well as ICT capability and are fully compatible with the UK National Curriculum programmes of study with some strengthening of important contemporary issues related to open systems providing support for PLTS and citizenship.
- Bronze 3 is designed to promote a wider range of participation by providing a progression pathway from Bronze 2 to Level 1 in the RQF and from national curriculum levels 3 and 4 to level 5.
- The specification for the Entry Level 3 certificate provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with young children or adults.

Requirements

- Standards must be confirmed by a trained Bronze Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org certification site
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.
- Completing the criteria for this unit entitles the candidate to the Award of the Entry level 3 Unit . In general, the candidate should demonstrate that criteria related to co-operative behaviour can be sustained over time.
- We expect at least 15 hours of guided study to be under-taken before this Unit Award is made to those new to computers but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the award, what matters is outcomes.
- Certificates must be printed on INGOT logo template paper for which there is a charge of 50p per template

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Assessment Method

Assessors can use the criteria to determine levels of prior learning through dialog with the candidate, direct observation and any other appropriate and relevant evidence. They can score each of the criteria "L", "S", "H". An "N" indicates no evidence and this is the default setting. "L" indicates some capability but some help still required and the candidate is not secure with that particular criterion. "S" indicates secure mastery of the criterion. "H" indicates that the candidate is operating beyond the basic requirements of the criterion. If all criteria are matched with "S" or "H" the unit is passed. All criteria must be at least "S" for a pass.

Expansion of the assessment criteria

The Entry 3 learner will be becoming increasingly capable of making use of skills, knowledge and understanding to carry out simple structured tasks and activities with occasional guidance and intervention. They will start to relate tasks to contexts and be aware of consequences of actions for themselves and others. While support and guidance are still needed they will demonstrate increasing capability of working self-sufficiently with simple structured tasks.

An activity will typically be 'structured' when:

* there are several steps that need to be sequential; and

* the learner has opportunities to practice the sequence or clear guidance is provided.

1. The candidate will use and maintain cleaning tools, methods and hygiene practices

1.1 I can identify the impact and proper use of cleaning products

The candidate should show that they understand the overall need for clean working practices

Evidence: Relevant information in their publications and documents.

Additional information and guidance

Some of the impact of cleaning products may not be that obvious, since cleaners like bleach and disinfectant minimize germs and bacteria which are not visible to the naked eye. However, it should be obvious to learners that a clean work space is better for the safety of their prepared food stuffs.

1.2 I can use a range of cleaning tools

Candidates should be able to demonstrate basic competence with cleaning tools

Evidence: From portfolio files and assessor verification.

Additional information and guidance

It probably seems obvious to most people that cleaning is "easy", but it does take a certain amount of skill, dexterity and practice to do it properly. Candidates need to show these skills.

1.3 I can apply various cleaning methods

Candidates should demonstrate their skills

Evidence: From portfolio files.

Additional information and guidance

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A range of methods will be available, depending on the tools used and the other materials, such as the cleaning agents.

1.4 I can identify cleaning techniques

Candidates will be able to ist and explain different techniques

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Some amount of observation in different settings should give learners a useful range of techniques to be aware of and practice themselves.

1.5 I can identify the standards for hygiene practices when handling food (HACCP)

Candidates will be able to work to industry standards

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Candidates need to be comfortable working to the HACCP guidelines [1].

1.6 I can monitor and manage th stock

Candidates will be able to carry out basic stock control

Evidence: Assessors observation of finalised published work.

Additional information and guidance

It is not much good being deep into a busy lunchtime service to find that you are out of a key ingredient for deserts. Good stock control is essential to being able to carry out a good service.

1.7 I can follow instructions

Candidates will be able to follow instructions

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Leading is good, but it is also just as important to be lead at times and following instruction, especially in a place that is potentially dangerous like a kitchen, is essential.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound.

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Links
[1] https://www.food.gov.uk/business-guidance/hazard-analysis-and-critical-control-point-haccp

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