Entry 3 - Unit 3 - The Catering Environment Ethics and Attitudes

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 have a good work ethic and attitude

1.1 I can help others

The candidate should show that they are a good team player

Evidence: Relevant information in their publications and documents.

Additional information and guidance

In any work situation, it is always helpful when people work together to solve problems and make the overall tasks easier. In the catering environment, many things depend on speed and efficiency in order to deliver a good service, therefore, working with colleagues to help them if they are struggling with their task will ensure everyone completes on time.

1.2 I can show initiative

Candidates should be able to show initiative

Evidence: From portfolio files and assessor verification.

Additional information and guidance

Sometimes, if someone has to ask you to do something, it might already be too late. Candidates should be able to see situations where their help would be useful and need to get involved if if they have not been asked, if it will help overall.

1.3 I can work in a team

Candidates should demonstrate their skills as a team member

Evidence: From portfolio files.

Additional information and guidance

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Each task in a kitchen will be pre-defined and it is easy to assign these to each person. As a team member, you need your tasks to be carried out well otherwise other people will not be able to do theirs.

1.4 I can work flexibly

Candidates will be able to demonstrate flexibility

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Things that can go wrong, will go wrong, so it is important not to be too rigid in your approach. If you need to stop doing some task in order to do a more pressing one, you must be prepared to do this.

1.5 I can work in an orderly manner

Candidates will be able to work carefully

Evidence: Assessors observation of finalised published work.

Additional information and guidance

A kitchen environment contains many hazards and is very time dependent, i.e. to get a dinner service out in time. In order to get this level of efficiency, candidates need to be well organised and orderly.

1.6 I can work systematically

Candidates will be able to carry out tasks in a structured way

Evidence: Assessors observation of finalised published work.

Additional information and guidance

As well as orderliness, a kitchen needs to work to plan so candidates need to show that they can carry out tasks in the right order and to time.

1.7 I can identify actions to maintain good health

Candidates will be able to take care of their work load

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Linked with the above practices, candidates need to make sure they do not overload themselves and get too stressed out. If they work effectively and follow some of the rules above, they should be able to maintain their overall good health.

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-

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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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