



CCEA Level 1 and 2 Qualifications in Occupational Studies

For first teaching from September 2013

For first assessment from Summer 2014
For first award in Summer 2014

occupational studies

design and creativity

Foreword

This publication contains the specification for CCEA's Level 1 and Level 2 qualifications in Occupational Studies for first teaching from September 2013. We have designed these qualifications to meet the requirements of the following:

- the National Qualifications Framework (NQF) at Level 1 and Level 2; and
- Common Criteria for all Qualifications.

The following grades are available:

NQF	Occupational Studies Grades
Level 2	Distinction* Distinction Merit Pass
Level 1	Distinction Merit Pass
	Unclassified

For more information on the NQF, see www.ofqual.gov.uk

The specification for Occupational Studies consists of six occupational areas and their associated units:

- Business and Services;
- Construction;
- Design and Creativity;
- Engineering and Engineering Services;
- Environment and Society; and
- Technology and Innovation.

To achieve a qualification, learners must take two units from an occupational area. It is possible to obtain up to six Occupational Studies qualifications, one in each area. Each qualification enables learners to demonstrate their knowledge, understanding and skills within a context related to employability.

Each of the qualifications consists of 140 guided learning hours.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The specification on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Level 1/2 (Business and Services)	QAN 600/8774/2
Level 1/2 (Construction)	600/8652/X
Level 1/2 (Design and Creativity)	600/8186/7
Level 1/2 (Engineering and Engineering Services)	600/8655/5
Level 1/2 (Environment and Society)	600/8653/1
Level 1/2 (Technology and Innovation)	600/8775/4
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A Introduction

This specification sets out the content and assessment details for our Level 1 and Level 2 qualifications in Occupational Studies. First teaching begins from September 2013, and we will make the first awards for this specification in summer 2014. You can view and download the latest version of the specification on our website at www.ccea.org.uk

We have designed this specification to be accessible to a wide range of learners of all abilities. It is also intended to provide coherent, flexible programmes rooted in practical and occupational contexts. Occupational Studies will appeal to learners who are better suited to developing their skills in a more practical, occupationally orientated environment.

The world of work is constantly changing. It is increasingly unlikely that a single occupation will take employees from the beginning to the end of their working lives, so transferability and adaptability are important skills. This specification is uniquely structured with this in mind. Learners have the opportunity to learn for work, through work and about work, with real outcomes that will give them skills for life.

Occupational Studies can provide a hands-on approach to learning. What makes it different is its focus on particular kinds of knowledge, understanding and skills, providing the potential for learning in important 'out-of-school' contexts.

Centres should ensure that learners will have access to any tools, equipment and materials they will need to complete the practical tasks. In offering and designing courses to support this qualification, they need to take account of the facilities and resources they have available, as well as the career planning decisions of their learners.

It is neither expected nor intended that pupils should become competent or trained in the occupational area they are studying. Competence-based training programmes are available post-16 and can offer suitable progression opportunities.

A.1 Aims and learning outcomes

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work-related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

Occupational Studies should enable learners to:

- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

A.2 Key features

The Occupational Studies specification:

- has an occupational and employability focus;
- enables progression to other courses, training and employment;
- helps to raise levels of achievement, since learners are likely to be more motivated to achieve success through applying their knowledge in practical, work-related situations and contexts; and
- emphasises learning by doing, which will help learners to develop the transferable skills necessary in a changing and dynamic working environment.

We have devised this specification in consultation with Sector Skills Councils, teachers in schools, teachers/lecturers in further and higher education colleges, and employers.

Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

A.3 Prior attainment and progression

Learners taking a course in Occupational Studies do not need to have any previous experience in their chosen occupational area.

Occupational Studies allows progression from Key Stage 3 of the Northern Ireland Curriculum. Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at post-16 in the relevant subject areas.

A.4 Permitted unit combinations and entries

Within Occupational Studies there are six individual qualifications. Each of these relates to a general occupational area and includes a range of optional units (see Section 2 for details). To achieve a qualification, learners must complete two units from the same occupational area. The qualification will include the title from the relevant area, for example: Occupational Studies: Technology and Innovation Level 2 Pass.

Some units, shown in the table in Section 2 in bold type, are available within more than one occupational area. This flexibility is to allow learners greater choice.

However, learners cannot submit any unit towards a qualification more than once. They may not resit a unit unless they were recorded as absent the first time the unit was taken.

Learners may not enter for the same qualification more than once. Those who achieved a qualification based on a previous version of the Occupational Studies specification cannot take another qualification in the same occupational area.

Foreword

B Specification at a Glance

The table below summarises the structure of each of the six Occupational Studies qualifications.

Occupational Area	Assessment	Weighting	Availability
Business and Services (15 units available)	Internal assessment.	50% for each unit	Every January (beginning in 2015) Every Summer (beginning in 2014)
Construction (8 units available)	Learners complete two units from their chosen occupational area.		
Design and Creativity (12 units available)	They carry out tasks to gather the required assessment evidence in a portfolio for each unit.		
Engineering and Engineering Services (11 units available)	Tasks include answering questions, carrying out practical activities and evaluating their own performance.		
Environment and Society (9 units available)	The teacher/lecturer assesses the portfolio of evidence, and we carry out external moderation.		
Technology and Innovation (9 units available)			

Please check online for the most up-to-date list and versions of units. Units in bold type are available in two different occupational areas.

Business and Services	Construction	Design and Creativity	Engineering and Engineering Services	Environment and Society	Technology and Innovation
Childcare: the Play Environment Communication in an Office or Business Environment Contemporary Cuisine Creative Styling Using Blow-Drying Techniques Customer Service Facial Skincare Logistics and Transport Manicure and Nail Art Modern Office Procedures Modern Retailing Patisserie and Baking Shampooing and Conditioning Treatments The Physical Care of Babies Using Office Technology Vehicle Servicing and Valeting Operations	Bench Joinery Brick and Block Work Carpentry and Joinery Hard Landscaping Painting and Decorating Plastering Plumbing Tiling	Contemporary Cuisine Creative Hair Styling on Long Hair Creative Hair Styling Setting Techniques Creative Styling Using Blow-Drying Techniques Enterprise Crafts Graphic Design Interior Design Patisserie and Baking Specialised Crafts Textile and Fashion Design Total Beauty Website Development	Basic Fast-Fit Operations Basic Vehicle Body Components and Fitting Computer Aided Design Electronic Circuit Construction Electrical Wiring Installation Maintenance of Land-Based Machinery Manufacturing Techniques – Hand Fitting Manufacturing Techniques – Sheet Metal	Animal Care Horticulture: Caring for Plants and Flowers Horticulture: Growing Plants in a Sustainable Way Reminiscence with Individuals in a Care Environment Running a Leisure Event Sports Leadership Tour Guiding Working in a Care Environment Working in Tourism	Bench Joinery Carpentry and Joinery Computer Aided Design Digital Imaging Digital Music Manufacturing Techniques – Hand Fitting Manufacturing Techniques – Sheet Metal Sound Production TV and Film Production
15 units	8 units	12 units	11 units	9 units	9 units

C Scheme of Assessment

C.1 Assessment opportunities

This specification is available for assessment twice a year, in January and summer. See Section 2 for more details.

C.2 Assessment objectives

Below are the assessment objectives for this specification. Learners must:

- recall knowledge and understanding of the specified content (AO1);
- apply their knowledge, understanding and skills in occupational contexts through undertaking relevant tasks (AO2); and
- analyse and evaluate their work and make judgements about their performance, indicating where improvements could be made (AO3).

In the unit content you will find separate assessment criteria for each assessment objective in individual units. We have provided descriptors relating to the various levels of achievement for each of the assessment criteria.

C.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each unit.

Assessment Objective	Weighting in Each Unit
AO1	20%
AO2	60%
AO3	20%

Each qualification consists of two units. Each unit is equally weighted and is worth 50 percent of the overall qualification.

The table below sets out the assessment objective weighting for the overall qualification:

Assessment Objective	Unit Weighting		Overall Qualification Weighting
	First Unit	Second Unit	
AO1	10%	10%	20%
AO2	30%	30%	60%
AO3	10%	10%	20%
Total	50%	50%	100%

C.4 Reporting and grading

Unit results

Learner performance in a unit is reported as a mark out of 100.

Overall qualification results

We award Occupational Studies qualifications at either Level 1 or Level 2 on the National Qualifications Framework. Where performance is below the requirements for Level 1, we report the results as unclassified (U).

To achieve a full qualification, learners must complete two units. We will award a final grade based on the combined scores of the two units as follows:

Level 2	Level 1
Distinction* = 180–200 marks	Distinction = 100–119 marks
Distinction = 160–179 marks	Merit = 80–99 marks
Merit = 140–159 marks	Pass = 40–79 marks
Pass = 120–139 marks	
Unclassified = 0–39 marks	

D Performance Descriptors

Within each unit, there are detailed performance descriptors relating to the specific skills and knowledge required (see unit content). Teachers/Lecturers should use these when allocating marks. They should also refer to the following table, which helps to define the performance descriptors.

Examples of learner evidence will be available at agreement trials and on the CCEA microsite for Occupational Studies at www.ccea.org.uk

Performance Descriptor	Explanation
Excellent	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none">• recall, select and communicate detailed knowledge and thorough understanding of the relevant skills and materials;• demonstrate comprehensive understanding of relevant health and safety and environmental issues;• demonstrate in-depth knowledge of related career opportunities;• demonstrate highly developed skills confidently when planning and identifying all appropriate tools, equipment and materials for a task;• carry out tasks consistently with a high degree of precision and sustained application of the required health and safety legislation and practices;• work with a high level of independence to produce a final outcome which is of a professional standard;• present thorough analysis and evaluation of their own performance in practical tasks, making fully developed and reasoned judgements; and• present highly appropriate and self-reflective statements about the learning process in the unit.
Very good	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none">• recall, select and communicate accurate knowledge and detailed understanding of the relevant skills and materials;• demonstrate detailed understanding of relevant health and safety and environmental issues;• demonstrate well developed knowledge of related career opportunities;• demonstrate effective skills when planning and identifying all appropriate tools, equipment and materials for a task;• carry out tasks accurately with a significant degree of precision and suitable application of the required health and safety legislation and practices;• work, often independently, to produce a final outcome which is of a high standard;• present a well-developed analysis and evaluation of their own performance in practical tasks, making sound judgements; and• present detailed, self-reflective statements about the learning process in the unit.

Performance Descriptor	Explanation
Good	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> • recall, select and communicate clear knowledge and understanding of the relevant skills and materials; • demonstrate consistent and clear understanding of relevant health and safety and environmental issues; • demonstrate significant knowledge of related career opportunities; • demonstrate a range of appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks effectively, with some precision and suitable application of the required health and safety legislation and practices; • work, sometimes independently, to produce a final outcome which is of a suitable standard; • present clear and effective analysis and evaluation of their own performance in practical tasks, making realistic judgements; and • present straightforward, self-reflective statements about the learning process in the unit.
Satisfactory	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> • recall, select and communicate some appropriate knowledge and understanding of the relevant skills and materials; • demonstrate satisfactory understanding of relevant health and safety and environmental issues; • demonstrate relevant knowledge of related career opportunities; • demonstrate some appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks appropriately, with acceptable application of the required health and safety legislation and practices; • work, often with support, to produce a final outcome which is of an acceptable standard; • present some relevant analysis and evaluation of their own performance in practical tasks, making some appropriate judgements; and • present some appropriate self-reflective statements about the learning process in the unit.
Basic	<p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> • recall, select and communicate limited knowledge and understanding of minimal skills and materials; • demonstrate limited understanding of relevant health and safety and environmental issues; • demonstrate minimal knowledge of related career opportunities; • demonstrate limited skills to plan and identify all appropriate tools, equipment and materials for a task; • carry out tasks with a limited degree of accuracy and do not always apply the required health and safety legislation and practices;; • work, mostly with support, to produce a final outcome which is either incomplete or of a limited standard; • present minimal analysis and evaluation of their own performance in practical tasks; and • present limited self-reflective statements about the learning process in the unit.
<p>• Award [0] for work unworthy of credit.</p>	

E Guidance on Assessment

E.1 The portfolio of evidence

Teachers/Lecturers should plan practical occupational tasks to collect evidence of learning for each unit. These tasks must give learners opportunities to demonstrate the knowledge, understanding and skills described in the unit content (see Section 7). For each unit, learners must present their evidence for assessment in a portfolio.

The portfolio of evidence for each unit **must** contain the following:

- **Evidence of knowledge and understanding (AO1)**
This may take the form of written answers to questions or, where more appropriate, a record of oral responses to questions. It must cover the range of knowledge and understanding set out in the unit content.
- **Evidence of application of knowledge, understanding and skills (AO2)**
Teachers/Lecturers must assess all activities to occupational standards by observing learners' performance in practical tasks.
- **Evidence of analysis and evaluation of their work (AO3)**
Learners should carry out an evaluation for each assessment task within each unit. It should consist of self-reflective statements that analyse and evaluate their performance and indicate how they could make improvements. They should also present an end-of-unit evaluation. This should reflect their new level of knowledge and understanding in the specialist area and the impact it may have on their progression and career opportunities.
- **A diary of activities undertaken**
The diary must be signed and dated during each lesson by the learner and teacher/lecturer and record all activities the learner has carried out as part of the unit.
- **A record of all the assessment evidence**
The record indicates where each piece of assessment evidence can be found.

Evidence in learners' portfolios may be written, photographic or video recorded. Where the evidence includes photographs or videos, centres should obtain permission from parents/guardians first.

Centres should label the evidence and store it securely so that they can make it available for moderators to review later.

We will provide centres with candidate record sheets, which teachers/lecturers must use to record learners' overall marks for each unit.

See unit content for specific assessment guidance for each unit.

E.2 Stretch and challenge

Teachers/Lecturers should identify opportunities for stretch and challenge by incorporating, for example:

- a wider range of question types to address different skills, for example case studies and open-ended questions;
- practical tasks that are more challenging; and
- extended writing within evaluations, where appropriate.

E.3 Internal standardisation

Where more than one teacher/lecturer has been involved in marking for a qualification, there must be a process of internal standardisation to ensure that there is consistent application of the marking criteria.

As a result of internal standardisation, it may be necessary to adjust the marking of an individual teacher/lecturer. This is to bring assessments into line with others in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the candidate record sheet should be amended.

Teachers/Lecturers must use the TAC2 form available at www.ccea.org.uk to show that internal standardisation has taken place both within **and** across units.

If your centre is part of a consortium, it will be the lead centre's responsibility to ensure that the internal standardisation process includes all teachers/lecturers from all centres involved in the consortium.

E.4 External moderation

Marks awarded by the centre will be subject to external moderation, which we carry out. We issue full instructions before moderation takes place in January and May each year on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Centres should keep all assessment materials and related documentation for 12 months after they submit marks, as this work may form part of an enquiry or appeal.

F Links, Resources and Support

F.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk; and
- a subject microsite for Occupational Studies within our website.

We are expanding our range of support to include the following:

- Principal Moderator's reports;
- exemplar pieces of work;
- templates for learner diaries and records;
- agreement trials;
- a resource list;
- exemplification of standards; and
- centre support visits.

F.2 Curriculum objectives

The specification addresses and builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to society, the economy and the environment, by providing opportunities to explore topics such as health, media awareness and work in the local and global economy;
- develop personal skills, such as:
 - self-awareness, active listening, and time management (Personal Development);
 - mutual understanding, managing conflict, and participation (Citizenship);
 - presentation and self-marketing, target setting, and career planning (Employability);
- develop an understanding of social, economic and cultural issues, by providing opportunities to explore topics such as health and safety legislation, recycling of materials, the use of sustainable and environmentally friendly materials, the disposal of waste materials, and costing and resourcing of materials;
- develop vocational skills that will enhance employability, by providing opportunities to select and use appropriate materials, components and hand tools, and to gain an overview of the roles and responsibilities of various occupations;
- make effective use of technology, for example by providing opportunities to create computer aided drawings and source information through the internet; and
- demonstrate creativity and initiative when developing ideas and following them through.

F.3 Key skills

Occupational Studies provides learners with opportunities to develop and generate assessment evidence for the following nationally recognised key skills:

- **Application of Number** – for example by:
 - interpreting information from two different sources;
 - using information to carry out calculations; and
 - interpreting the results of calculations and presenting findings in at least two different ways;
- **Communication** – for example by:
 - taking part in a group discussion;
 - reading and summarising information from at least two documents;
 - giving a talk of at least four minutes; and
 - writing two types of document, each giving different information;
- **Information and Communication Technology** – for example by:
 - finding and selecting information based on judgements of relevance and quality;
 - entering and bringing together information using formats that help development; and
 - developing a presentation so that it is accurate, clear and presented consistently;
- **Working with Others** – for example by:
 - identifying what needs to be achieved together as a group;
 - showing confirmation of the arrangements made for working together; and
 - showing how progress was checked and advice sought from an appropriate person when needed;
- **Problem Solving** – for example by:
 - identifying a problem and accurately describing its main features;
 - planning what needs to be done and identifying which methods and resources to use; and
 - showing that they have successfully solved the problem using the methods given; and
- **Improving Own Learning and Performance** – for example by:
 - providing information to help set realistic targets for what is to be achieved;
 - identifying how to get the support needed and the arrangements for reviewing progress; and
 - identifying what has been learned and how this learning has been used in another task.

F.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

F.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification.

These qualifications require the assessment of a broad range of knowledge, understanding and skills. This is because they prepare learners for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

Reasonable adjustments are made for learners with disabilities. For this reason very few learners, if any, should have difficulty accessing the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications, available at www.jcq.org.uk

F.6 Health and safety

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training, as well as current legislation under the Children (Northern Ireland) Order 1995. Schools' level of insurance and available resources may restrict the choice of units that they are able to offer.

Please note that learners under the age of 16 are not permitted to work with external clients in hairdressing and beauty units, nor are they permitted to work with children. Teachers/Lecturers must supervise learners when they are using specialist tools, equipment and materials.

F.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nuala Braniff
(telephone: (028) 9026 1200, extension 2292, email: nbraniff@ccea.org.uk)
- Officer with Subject Responsibility: Moya Reynolds
(telephone: (028) 9026 1200, email: mreynolds@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution (support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: aatmoderation@ccea.org.uk)

Appendix 1

Glossary of terms

Term	Definition
Centres	Centres are organisations accountable to an awarding body (such as CCEA) for the organisation of assessment arrangements leading to a unit or qualification.
Essential Skills	Nationally accredited adult qualifications available throughout Northern Ireland in Entry Level Literacy, Entry Level Numeracy, Level 1 and 2 Communication, and Level 1 and 2 Application of Number. Essential Skills are designed to help individuals improve their performance in a variety of contexts.
External moderators	External moderators are appointed, trained and monitored by CCEA and are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards.
Internal assessment	The process by which teachers/lecturers in a centre assess learners' achievement of the learning outcomes of the unit(s) making up a qualification.
Internal standardisation	Where more than one teacher/lecturer has been involved in marking units in an occupational area (for example Business and Services), the centre must review samples assessed by each marker within and across units to ensure that they have applied the performance descriptors consistently to learners' work and make adjustments to marks if necessary.
Key Skills	<p>Key Skills underpin our ability to carry out successfully a wide range of tasks in education, employment and whenever and wherever we continue to learn. The six Key Skills are Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance, and Problem Solving.</p> <p>All CCEA qualifications provide opportunities for generating evidence towards achievement of some, or all, of the Key Skills.</p>

Term	Definition
National Occupational Standards	These set out what a person needs to know, understand and do in relation to identified skills and competences required for the relevant industrial sector. They form the basis of National Vocational Qualifications (NVQs) and vocationally-related qualifications.
National Qualifications Framework (NQF)	A framework of levels and categories of qualifications, which have been accredited by the Regulatory Authorities and which enable recognition of achievement and facilitate career progression.
Qualifications Administration Handbook	An online document produced by CCEA that contains all the information a centre requires regarding the procedures and policies necessary for the smooth administration of CCEA's qualifications.
Register of Regulated Qualifications	An online database of units and qualifications that have been accredited by the Regulatory Authorities.
Unit/Learning Outcome	Each qualification is made up of a number of units. Each unit consists of a number of sections which outline its learning outcomes. Learning outcomes consist of the knowledge, skills and understanding a learner must successfully demonstrate and evaluate in order to achieve the qualification.

This unit provides learners with some of the basic cooking principles required by cooks and chefs in the catering industry when preparing and cooking a range of starters, main courses and desserts. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop creative skills in the finishing and presentation of products for service. The unit also offers an opportunity to understand the scope of the catering industry, including career opportunities.

This unit includes:

- food hygiene and personal hygiene standards for food handlers;
- consideration of career opportunities in the catering industry;
- consideration of safe use of equipment and other health and safety issues in the catering industry;
- preparation, cooking and finishing of four starters, four mains and four desserts;
- safe storage of foods and recycling of packaging;
- healthy eating alternatives;
- consideration of environmental issues in the catering industry; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Health and Safety in Catering

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- identify a range of local catering outlets;
- describe three career opportunities in the catering industry;
- wear the required uniform correctly and maintain high standards of personal health and hygiene when handling food;
- identify hazards in the kitchen and know how to deal with them correctly and when to report them to the teacher/lecturer;
- keep the work area clean and hygienic;
- use electrical equipment safely following manufacturers' instructions;
- understand the correct temperature to hold products at for service and to store them at safely, if not for immediate use;
- prepare and cook food safely, preventing cross-contamination and keeping necessary records up to date;
- select the correct tools and equipment to carry out the necessary preparation and cooking methods, conserving energy where possible;
- safely use the appropriate equipment when preparing the selected dishes; and
- evaluate their own performance in practical tasks.

Section 2 Starters

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, cook and finish four different starters, including at least one soup, at least one cold starter and one hot starter;
- use a range of foods in the starters selected, to include chicken, cheese and either fish or meat, with at least one starter suitable for a vegetarian;
- correctly carry out the relevant cooking methods;
- ensure the dish is the correct flavour, colour, texture and quantity;
- use their creative skills to present the dishes in a manner suitable for service in a modern restaurant, including garnishing, portioning and presentation;
- understand portion control, how to minimise waste and dispose of leftover food correctly and consider use of fair trade and organic products;
- understand the importance of sourcing local products and using foods which are in season;
- identify food packaging that can be recycled;
- understand healthy eating options for the selected starters; and
- evaluate their own performance in two assessed practical tasks.

Learning Outcomes (cont.)

Section 3 Mains

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, cook and finish four different mains dishes;
- use a range of foods in the selection of the above dishes to include chicken, cheese and either fish or meat, with at least one dish suitable for a vegetarian;
- correctly carry out four of the following cooking methods according to the dish requirements: grilling, frying, boiling, steaming, roasting or microwaving;
- understand the importance of sourcing local products and using foods that are in season;
- use finishing methods and creative skills to present the dishes in a manner suitable for service in a modern restaurant, including garnishing, portioning and presentation;
- ensure the dish is the correct flavour, texture, consistency and quantity;
- understand healthy eating options for the selected dishes;
- understand portion control, how to minimise waste and dispose of leftover food correctly and consider use of fair trade and organic products; and
- evaluate their own performance in two assessed practical tasks.

Section 4 Desserts

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, cook and finish four different desserts, two of which should be hot and two cold;
- use a range of foods in the above dishes to include fresh and pre-prepared fruit, an egg-based dessert and a biscuit-based dessert;
- safely use the appropriate equipment when preparing the dishes;
- ensure the dessert is the correct colour, flavour, texture and finish;
- use finishing methods and creative skills to present the dishes in a manner suitable for service in a modern restaurant, including garnishing, piping, portioning, glazing and slicing;
- understand healthy eating options for the selected desserts;
- evaluate their own performance in two assessed practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Good personal hygiene procedures are essential throughout this unit. The following aspects should be covered:

- wearing appropriate uniforms;
- hand washing and wearing disposable gloves when appropriate;
- covering cuts and grazes;
- caring for hair during work; and
- reporting illnesses and infection.

Learners should experience all aspects of the unit and should provide evidence of having prepared a range of dishes from each of Sections 2, 3 and 4. Learners should prepare and cook four dishes from each of Sections 2, 3 and 4, but only **two** products from each section will be formally observed and assessed. Learners should record in their diaries evidence of having prepared a range of dishes.

Examples of soups could include: potato, leek and onion soup; fish chowder; roast squash and sweet potato soup; or Thai chicken noodle soup.

Examples of cold starters could include: chicken, tomato, feta and lemon salad; carrot and avocado salad; chicken Waldorf salad; or beetroot, goats' cheese and redcurrant salad.

Examples of hot starters could include: rocket pesto filled mushrooms with Camembert; honey chilli prawns with ciabatta toasts; or goats' cheese and caramelised onion tartlet.

Examples of mains dishes could include: sausage and spinach pasta bake; salmon with sticky chilli sauce; Thai vegetable curry; chicken and mushroom carbonara; noodles with pork and ginger; beef in black bean sauce; vegetable chilli; beef stroganoff; or tuna burger with basil and lime mayonnaise.

Examples of desserts could include: mango trifle shots; chocolate peanut butter cheesecake; fruit tart/tartlets; fruit pancakes with hazelnut cream; strawberry and almond crumble; or crème caramel.

Teachers/Lecturers should consider costs and using seasonal and local produce when choosing the food products for the dishes.

There will be formal observational assessment of **two** products from each of **Sections 2, 3 and 4**. Each section will have structured written questions to check the learner's understanding of the content, including aspects of Section 1. The learner can answer questions orally. The teacher must validate the learner's answers by providing a written record.

Practical activities should reflect industrial standards, for example in the operation of a restaurant to produce a meal for parents or staff during the course. Where learners cannot experience industrial practice, it is essential that they have the opportunity to visit a working restaurant. Photographic evidence of the learner's work will reinforce the teacher's assessment of performance. Photographs should be validated by dates and the signatures of both the learner and the teacher/lecturer.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- wear the correct uniform and apply all required personal hygiene standards when handling food;
- follow all health and safety procedures in the kitchen;
- select and use correct equipment safely when preparing and cooking the selected dish;
- demonstrate skills when preparing and cooking the selected dish;
- demonstrate skills and creative flair in the finishing and presentation of the selected dish;
- ensure the selected dish is the correct flavour, texture, colour and quantity;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Personal hygiene</p> <p>Food hygiene and safety procedures</p> <p>Use of appropriate equipment</p> <p>Preparation and cooking skills</p> <p>Finishing and presentation skills</p> <p>End product</p>	<ul style="list-style-type: none"> • Demonstrate excellent standards of personal hygiene when handling food • Demonstrate an excellent adherence to hygiene and safety procedures when handling food • Select and use the correct equipment safely and to an excellent standard • Show excellent skills in preparing and cooking the dish • Finish and present the dish to an excellent standard • Create a product with an excellent standard of flavour, texture, colour and portion size 	<ul style="list-style-type: none"> • Demonstrate very good standards of personal hygiene when handling food • Demonstrate a very good adherence to hygiene and safety procedures when handling food • Select and use the correct equipment safely and to a very good standard • Show very good skills in preparing and cooking the dish • Finish and present the dish to a very good standard • Create a product with a very good standard of flavour, texture, colour and portion size 	<ul style="list-style-type: none"> • Demonstrate good standards of personal hygiene when handling food • Demonstrate a good adherence to hygiene and safety procedures when handling food • Select and use the correct equipment safely and to a good standard • Show good skills in preparing and cooking the dish • Finish and present the dish to a good standard • Create a product with a good standard of flavour, texture, colour and portion size

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	<p>Personal hygiene</p> <p>Food hygiene and safety procedures</p> <p>Use of appropriate equipment</p> <p>Preparation and cooking skills</p> <p>Finishing and presentation skills</p> <p>End product</p>	<ul style="list-style-type: none"> • Demonstrate satisfactory standards of personal hygiene when handling food • Demonstrate a satisfactory adherence to hygiene and safety procedures when handling food • Select and use the correct equipment safely and to a satisfactory standard • Show satisfactory skills in preparing and cooking the dish • Finish and present the dish to a satisfactory standard • Create a product with a satisfactory standard of flavour, texture, colour and portion size 	<ul style="list-style-type: none"> • Demonstrate basic standards of personal hygiene when handling food • Demonstrate a basic adherence to hygiene and safety procedures when handling food • Select and use the correct equipment safely and to a basic standard • Show basic skills in preparing and cooking the dish • Finish and present the dish to a basic standard • Create a product with a basic standard of flavour, texture, colour and portion size

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p>Task evaluation</p> <p>Final evaluation</p>	<ul style="list-style-type: none"> Show evidence of an excellent evaluation for each practical assessment task Produce excellent self-reflective statements about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a very good evaluation for each practical assessment task Produce very good self-reflective statements about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a good evaluation for each practical assessment task Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p>Task evaluation</p> <p>Final evaluation</p>	<ul style="list-style-type: none"> Show evidence of a satisfactory evaluation for each practical assessment task Produce satisfactory self-reflective statements about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a basic evaluation for each practical assessment task Produce basic self-reflective statements about the learning process in this unit

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10-9	8-7	6-5	4-3	2-1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Personal hygiene						
Food hygiene and safety procedures						
Use of appropriate equipment						
Preparation and cooking skills						
Finishing and presentation skills						
End product						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

This unit provides learners with some of the basic baking principles required by pastry chefs in the catering industry. Learners will apply legislative requirements when handling food and learn how to work safely and hygienically in the catering kitchen. They will learn how to select and use appropriate equipment correctly and will develop the creative skills to decorate and present products for service. The unit also offers an opportunity to understand the breadth of the catering industry, including career opportunities.

This unit includes:

- food hygiene and personal hygiene standards for food handlers;
- using equipment safely and considering the health and safety issues in the catering industry;
- preparing, cooking and finishing bread, scones, cakes, biscuits and pastry products to reflect industry standards;
- recycling, energy conservation and environmental issues in the catering industry;
- employment opportunities in the catering industry; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Health and Safety in Catering

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- identify a range of local catering outlets;
- describe three career opportunities in the catering industry;
- wear the required uniform correctly and maintain high standards of personal health and hygiene when handling food;
- identify hazards in the kitchen and know how to deal with them correctly and when to report them to the teacher/lecturer;
- use electrical equipment safely following the manufacturers' instructions;
- understand how to maximise the use of the oven to conserve energy;
- select the correct tools and equipment to carry out the necessary preparation and baking methods; and
- recognise how food packaging can be recycled.

Section 2 Bread and Scones

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, bake and finish four different products, two of these should be breads (one of which should use yeast dough), for example wheaten bread, soda bread, sun-dried tomato and herb focaccia, or naan, and two should be scones, for example cherry, raspberry and chocolate or apple and cinnamon;
- identify when bread and scones have the correct colour, flavour, texture and finish;
- use glazing, icing, filling and decorating methods to finish the products;
- understand the correct temperature to keep products at for service and to store them at safely, if not for immediate use;
- present each of the products as if for sale in one of these ways:
 - in a bakery;
 - in individual portions; or
 - at a coffee morning;
- understand healthy eating options when making bread and scones; and
- evaluate their own performance in practical tasks.

Learning Outcomes (cont.)

Section 3 Cakes and Biscuits

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, bake and decorate four different cake and biscuit products, using the creaming, whisking, rubbing-in and melting methods, for example cakes may include cupcakes, chocolate gateau, strawberry swiss roll or carrot cake and biscuits may include caramel shortbread or chocolate and ginger oat biscuits;
- identify when products have the correct flavour, colour, texture and finish;
- use spreading and basic piping techniques to develop creative skills when decorating the cakes/biscuits using icing, cream and/or chocolate;
- understand the correct temperatures to keep products at for service and to store them at safely if not for immediate use;
- understand how portion control affects the presentation of products and kitchen profits;
- present each of the products as if for sale in one of these ways:
 - in a bakery;
 - as individual portions; or
 - at an afternoon tea;
- understand healthy eating options when making cakes; and
- evaluate their own performance in practical tasks.

Section 4 Pastry Products

Learners should be able to:

- check that the ingredients meet their requirements;
- prepare, bake and finish four different products, such as fruit tartlets, chocolate éclairs or filo fruit wraps, using the following types of pastry: short crust, sweet short crust, choux and convenience puff or filo sheets;
- select and use the correct techniques to make each product to meet their requirements;
- identify when products have the correct flavour, colour, texture and finish;
- use the following preparation and cooking methods: weighing/measuring, sifting, rubbing-in, resting, creaming, piping, lining, trimming, cutting, shaping and baking;
- understand how to store pastry products after preparation and cooking;
- present each of the products as if for sale in one of these ways:
 - in a bakery;
 - as individual portions; or
 - at an afternoon tea;
- understand healthy eating options when making pastry products;
- evaluate own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Personal hygiene procedures are essential throughout the unit. Learners should understand the need to:

- wear a uniform;
- wash their hands and wear disposable gloves, when appropriate;
- cover cuts and grazes;
- care for their hair during work; and
- report illnesses and infection.

Learners should participate in all aspects of the unit and should provide evidence of having prepared a range of products from each of Sections 2, 3 and 4. Changes can be made to the named dishes, as these are only suggestions.

Teachers/Lecturers should consider the cost when selecting the products. They should also consider using seasonal and local produce. Learners should prepare and cook four products from each of Sections 2, 3 and 4. Only two products from each section will be formally observed and assessed. Learners should record in their diaries evidence of having made a range of products. Each section should include structured written questions to check the learner's understanding of the content, including aspects of Section 1. If necessary, the learner can answer these questions orally. The teacher/lecturer must validate their answers.

Practical activities should reflect industry standards, for example in the operation of a cafeteria or other outlet. Where a recognised outlet is not available, learners could run a coffee morning or other function. This would provide experience of industrial practice. Where learners cannot experience industrial practice it is essential that they have the opportunity to visit a kitchen in a workplace environment such as a hotel restaurant or a school canteen.

Good quality photographic evidence of the learner's work will reinforce the teacher's/lecturer's assessment of performance. Both the learner and teacher/lecturer should validate the photographs by dates and signatures.

Learners, relative to their own ability, should evaluate their performance. Learners should present witness statements to enhance the evaluation.

Learners can find out about career prospects by visiting a hotel or restaurant kitchen, or meeting with a local chef.

Exemplar Assessment

This example is for Section 2 Bread and Scones.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- observe hygiene and safety rules throughout the practical activity;
- prepare, cook and finish a batch of scones suitable for serving at morning coffee;
- observe hygiene and safety procedures throughout the practical activity;
- select and use the correct equipment for each stage of the process;
- demonstrate skills in the preparation and cooking methods used;
- demonstrate skills in the finishing methods used and in the final presentation;
- scones should be of correct flavour, colour and texture;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	<p>Personal hygiene</p> <p>Food hygiene and safety procedures</p> <p>Use of appropriate equipment</p> <p>Skills in preparation and baking</p> <p>Skills in finishing and decorating</p> <p>Flavour, colour and texture of end product</p>	<ul style="list-style-type: none"> • Demonstrate an excellent standard of personal hygiene when handling food • Demonstrate an excellent adherence to hygiene and safety procedures when handling food • Select and use appropriate equipment safely and to an excellent standard • Demonstrate excellent practical skills in the preparation and baking of products • Demonstrate excellent skills and creative flair in the finishing and decorating of products appropriate for presentation/service • Produce excellent flavour, colour and texture 	<ul style="list-style-type: none"> • Demonstrate a very good standard of personal hygiene when handling food • Demonstrate a very good adherence to hygiene and safety procedures when handling food • Select and use appropriate equipment safely and to a very good standard • Demonstrate very good practical skills in the preparation and baking of products • Demonstrate very good skills and creative flair in the finishing and decorating of products appropriate for presentation/service • Produce very good flavour, colour and texture 	<ul style="list-style-type: none"> • Demonstrate a good standard of personal hygiene when handling food • Demonstrate a good adherence to hygiene and safety procedures when handling food • Select and use appropriate equipment safely and to a good standard • Demonstrate good practical skills in the preparation and baking of products • Demonstrate good skills and creative flair in the finishing and decorating of products appropriate for presentation/service • Produce good flavour, colour and texture

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4-3	Performance Descriptor Basic 2-1
AO2	<p>Personal hygiene</p> <p>Food hygiene and safety procedures</p> <p>Use of appropriate equipment</p> <p>Skills in preparation and baking</p> <p>Skills in finishing and decorating</p> <p>Flavour, colour and texture of end product</p>	<ul style="list-style-type: none"> • Demonstrate a satisfactory standard of personal hygiene when handling food • Demonstrate a satisfactory adherence to hygiene and safety procedures when handling food • Select and use appropriate equipment safely and to a satisfactory standard • Demonstrate satisfactory practical skills in the preparation and baking of products • Demonstrate satisfactory skills and creative flair in the finishing and decorating of products appropriate for presentation/service • Produce satisfactory flavour, colour and texture 	<ul style="list-style-type: none"> • Demonstrate a basic standard of personal hygiene when handling food • Demonstrate a basic adherence to hygiene and safety procedures when handling food • Select and use appropriate equipment safely and to a basic standard • Demonstrate basic practical skills in the preparation and baking of products • Demonstrate basic skills and creative flair in the finishing and decorating of products appropriate for presentation/service • Produce quite poor flavour, colour and texture

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	<p>Task evaluation</p> <p>Final evaluation</p>	<ul style="list-style-type: none"> Show evidence of an excellent evaluation for each practical assessment task Produce excellent self-reflective statements about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a very good evaluation for each practical assessment task Produce very good self-reflective statements about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a good evaluation for each practical assessment task Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	<p>Task evaluation</p> <p>Final evaluation</p>	<ul style="list-style-type: none"> Show evidence of a satisfactory evaluation for each practical assessment task Produce satisfactory self-reflective statements about the learning process in this unit 	<ul style="list-style-type: none"> Show evidence of a basic evaluation for each practical assessment task Produce basic self-reflective statements about the learning process in this unit

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
A01						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
A02						
Personal hygiene						
Food hygiene and safety procedures						
Use of appropriate equipment						
Skills in preparation and baking						
Skills in finishing and decorating						
Flavour, colour and texture of end product						
A03						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
My Record completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.