

Level 3 Diploma in Professional Cookery (7133)

Qualification handbook for centres
All routes



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Level 3 Diploma in Professional Cookery (7133)

All routes

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Qualification title	Number	QAN
Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)	7133-01	500/9520/1
Level 3 NVQ Diploma in Professional Cookery	7133-02	500/9439/7
Level 3 NVQ Diploma in Professional Cookery (Patisserie and confectionery)	7133-03	500/9438/5

Version and date	Change detail	Section
2.0 June 2013	Added unit 305 to replace expired unit 304	Structure/ units
2.1 July 2013	Clarify ROC statement	Structure
2.2 February 2015	Change page two	
2.3 February 2017	City & Guilds Group statement updated Phone numbers removed Structure prior to 2013 removed Unit 304 removed	p. 2 Useful contacts Structure Structure/ Units
2.4 September 2017	Added TQT details Deleted QCF	Introduction and Structure Throughout

HOSPITALITY AND CATERING

Support Materials

Our suite of support materials has been specifically designed to complement Hospitality & Catering qualifications, providing learners with great learning tools to support them in understanding the knowledge, progressing forward and succeeding.

Support Materials include:

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Level 2 NVQ Diploma in Professional Cookery

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7100 Diploma Professional Cookery Level 2

NVQ/SVQ and Technical Certificates Professional Cookery Level 2

7103 Diploma, NVQ/SVQ and Technical Certificates Food & beverage Service, Levels 1 & 2

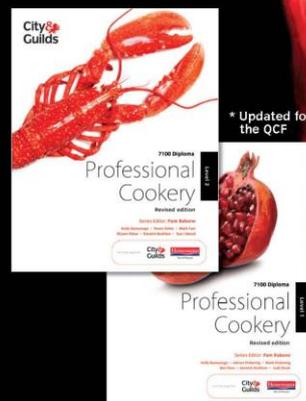
7250 Diploma, NVQ/SVQ and Technical Certificate Hospitality Supervision and Leadership Level 3

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Visit www.smartscreen.co.uk/webconferencing for a 20-30 minute online demo or to subscribe visit www.walled-garden.com



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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	GLH	TQT	City & Guilds qualification number	Qualification accreditation number
Level 3 NVQ Diploma in Professional Cookery (Preparation and cooking)	423	560	7133-01	500/9520/1
Level 3 NVQ Diploma in Professional Cookery	360	560	7133-02	500/9439/7
Level 3 NVQ Diploma in Professional Cookery (Patisserie and confectionery)	354	460	7133-03	500/9438/5

Please refer to the Walled Garden for last registration/certification dates.

The Level 3 NVQ Diplomas in Professional Cookery (7133) aim to:

- meet the needs of candidates who work or want to work in
 - professional cookery
 - patisserie and confectionery
- replace the City & Guilds Level 3 NVQs in Hospitality (7083) which expire on 31/07/2010
- provide valuable accreditation of skills and knowledge for candidates, without requiring or proving occupational competence
- provide broad coverage of the requirements of staff working in job roles within these areas of the Hospitality Industry.

1.1 Qualification structure

The tables below give the unit titles, the credit value and guided learning hours (GLH) of each unit and the title of the qualifications which will be awarded to candidates successfully completing the required combinations of units and/or credits.

Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)

To achieve the Level 3 NVQ Diploma in Professional Cookery:

Candidates must achieve a minimum of 56 credits

- 17 credits from (203, 302, 305)
- plus 33 credits from Section A Optional Units (332, 334 - 335, 337, 339 - 340, 342 - 343, 353)
- plus 6 credits from Section B Optional Units (296, 303, 309, 330, 333, 336, 338, 341, 344-352, 354 - 356, 666)

MANDATORY UNITS

		Unit title	Credit value	GLH
HSL2	302	Develop productive working relationships with colleagues	9	27
2GEN3/09	203	Maintain food safety when storing, preparing and cooking food	4	32
HSL4	305	Maintain the health, hygiene, safety and security of the working environment*	4	27

SECTION A OPTIONAL UNITS

3FP1/10	332	Prepare fish for complex dishes	3	21
3FP3/10	334	Prepare meat for complex dishes	4	28
3FP4/10	335	Prepare poultry for complex dishes	3	23
3FC1/10	337	Cook and finish complex fish dishes	4	38
3FC3/10	339	Cook and finish complex meat dishes	4	31
3FC4/10	340	Cook and finish complex poultry dishes	4	31
3FC6/10	342	Cook and finish complex vegetable dishes	4	30
3FPC1/10	343	Prepare, cook and finish complex hot sauces	4	25
3FPC11/10	353	Prepare, cook and finish dressings and cold sauces	3	20

SECTION B OPTIONAL UNITS

		Unit title	Credit value	GLH
3FP2/10	333	Prepare shellfish for complex dishes	4	28
3FP5/10	336	Prepare game for complex dishes	4	28
3FC2/10	338	Cook and finish complex shellfish dishes	4	31
3FC5/10	341	Cook and finish complex game dishes	4	36
3FPC2/10	344	Prepare, cook and finish complex soups	4	29
3FPC3/10	345	Prepare, cook and finish fresh pasta dishes	4	29
3FPC4/10	346	Prepare, cook and finish complex bread and dough products	4	27
3FPC5/10	347	Prepare, cook and finish complex cakes, sponges, biscuits and scones	5	35
3FPC6/10	348	Prepare, cook and finish complex pastry products	3	29
3FPC7/10	349	Prepare, process and finish complex chocolate products	5	42
3FPC8/10	350	Prepare, process and finish marzipan, pastillage and sugar products	5	42
3FPC9/10	351	Prepare, cook and present complex cold products	5	38
3FPC10/10	352	Prepare, finish and present canapés and cocktail products	4	32
3FPC12/10	354	Prepare, cook and finish complex hot desserts	3	26
3FPC13/10	355	Prepare, cook and finish complex cold desserts	3	31
3FPC14/10	356	Produce sauces, fillings and coatings for complex desserts	4	33
2PR17	296	Produce healthier dishes	3	28
HSL3	303	Contribute to the control of resources	4	30
HSL9	309	Contribute to the development of recipes and menus	4	22
HSL30	330	Ensure food safety practices are followed in the preparation and serving of food and drink	5	35
PERR/10	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

Level 3 NVQ Diploma in Professional Cookery

To achieve the Level 3 NVQ Diploma in Professional Cookery

Candidates must achieve a minimum of 56 credits

- 17 credits from (203, 302, 305)
- plus minimum 39 credits from (296, 303, 309, 330, 332 - 356, 666)

MANDATORY UNITS

		Unit title	Credit value	GLH
HSL2	302	Develop productive working relationships with colleagues	9	27
2GEN3/09	203	Maintain food safety when storing, preparing and cooking food	4	32
HSL4	305	Maintain the health, hygiene, safety and security of the working environment*	4	27

Section A Optional units

3FP1/10	332	Prepare fish for complex dishes	3	21
3FP2/10	333	Prepare shellfish for complex dishes	4	28
3FP3/10	334	Prepare meat for complex dishes	4	28
3FP4/10	335	Prepare poultry for complex dishes	3	23
3FP5/10	336	Prepare game for complex dishes	4	28
3FC1/10	337	Cook and finish complex fish dishes	4	38
3FC2/10	338	Cook and finish complex shellfish dishes	4	31
3FC3/10	339	Cook and finish complex meat dishes	4	31
3FC4/10	340	Cook and finish complex poultry dishes	4	31
3FC5/10	341	Cook and finish complex game dishes	4	36
3FC6/10	342	Cook and finish complex vegetable dishes	4	30
3FPC1/10	343	Prepare, cook and finish complex hot sauces	4	25
3FPC2/10	344	Prepare, cook and finish complex soups	4	29
3FPC3/10	345	Prepare, cook and finish fresh pasta dishes	4	29
3FPC4/10	346	Prepare, cook and finish complex bread and dough products	4	27
3FPC5/10	347	Prepare, cook and finish complex cakes, sponges, biscuits and scones	5	35
3FPC6/10	348	Prepare, cook and finish complex pastry products	3	29
3FPC7/10	349	Prepare, process and finish complex chocolate products	5	42
3FPC8/10	350	Prepare, process and finish marzipan, pastillage and sugar products	5	42
3FPC9/10	351	Prepare, cook and present complex cold products	5	38
3FPC10/10	352	Prepare, finish and present canapés and cocktail products	4	32

FPC11/10	353	Prepare, cook and finish dressings and cold sauces	3	20
3FPC12/10	354	Prepare, cook and finish complex hot desserts	3	26
3FPC13/10	355	Prepare, cook and finish complex cold desserts	3	31
3FPC14/10	356	Produce sauces, fillings and coatings for complex desserts	4	33
2PR17	296	Produce healthier dishes	3	28
HSL3	303	Contribute to the control of resources	4	30
HSL9	309	Contribute to the development of recipes and menus	4	22
HSL30	330	Ensure food safety practices are followed in the preparation and serving of food and drink	5	35
PERR/10	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery)

To achieve the Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery):

Candidates must achieve a minimum of 46 credits

- 17 credits from (203, 302, 305)
- plus minimum 29 credits from (303, 309, 330, 346 - 350, 354 - 356, 666)

MANDATORY UNITS

		Unit title	Credit value	GLH
HSL2	302	Develop productive working relationships with colleagues	9	27
2GEN3/09	203	Maintain food safety when storing, preparing and cooking food	4	32
HSL4	305	Maintain the health, hygiene, safety and security of the working environment	4	27

Section A Optional units

3FPC4/10	346	Prepare, cook and finish complex bread and dough products	4	27
3FPC5/10	347	Prepare, cook and finish complex cakes, sponges, biscuits and scones	5	35
3FPC6/10	348	Prepare, cook and finish complex pastry products	3	29
3FPC7/10	349	Prepare, process and finish complex chocolate products	5	42
3FPC8/10	350	Prepare, process and finish marzipan, pastillage and sugar products	5	42
3FPC12/10	354	Prepare, cook and finish complex hot desserts	3	26
3FPC13/10	355	Prepare, cook and finish complex cold desserts	3	31
3FPC14/10	356	Produce sauces, fillings and coatings for complex desserts	4	33
HSL3	303	Contribute to the control of resources	4	30
HSL9	309	Contribute to the development of recipes and menus	4	22
HSL30	330	Ensure food safety practices are followed in the preparation and serving of food and drink	5	35
PERR/10	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 NVQ Diploma in Professional Cookery (Preparation and cooking)	423	560
Level 3 NVQ Diploma in Professional Cookery	360	560
Level 3 NVQ Diploma in Professional Cookery (Patisserie and confectionery)	354	460

Mapping old standards to new

This NVQ Diploma is a redevelopment of the Level 3 NVQ in Hospitality (7083). The mapping table below identifies the changes that have been made to the standards.

NVQ 3 HOSPITALITY AND CATERING (7083) OLD standards Unit title			NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7133) NEW standards Unit title		
002	HS2	Establish and develop positive working relationships in hospitality	302	HSL2	Develop productive working relationships with colleagues (MSC D1)
003	HS3	Contribute to the control of resources	303	HSL3	Contribute to the control of resources
004	HS4	Maintain the health, safety and security of the working environment	305	HSL4	Maintain the health, hygiene, safety and security of the working environment
009	HS9	Contribute to the development and introduction of recipes and menus	309	HSL9	Contribute to the development of recipes and menus
603	2GEN3	Maintain food safety when storing, preparing and cooking food	203	2GEN3/10	Maintain food safety when preparing, storing and cooking food
648	2FPC13	Prepare cook and finish healthier dishes	296	2PR17	Produce healthier dishes
701	3GEN 1	Ensure appropriate food safety practices are followed whilst food is prepared, cooked and served	330	HSL30	Ensure food safety practices are followed in the preparation and serving of food and drink.
702	3FP1	Prepare fish for complex dishes	332	3FP1/10	Prepare fish for complex dishes
703	3FP2	Prepare shellfish for complex dishes	333	3FP2/10	Prepare shellfish for complex dishes
704	3FP3	Prepare meat for complex dishes	334	3FP3/10	Prepare meat for complex dishes
705	3FP4	Prepare poultry for complex dishes	335	3FP4/10	Prepare poultry for complex dishes
706	3FP5	Prepare game for complex dishes	336	3FP5/10	Prepare game for complex dishes
707	3FC1	Cook and finish complex fish dishes	337	3FC1/10	Cook and finish complex fish dishes
708	3FC2	Cook and finish complex shellfish dishes	338	3FC2/10	Cook and finish complex shellfish dishes
709	3FC3	Cook and finish complex meat dishes	339	3FC3/10	Cook and finish complex meat dishes
710	3FC4	Cook and finish complex poultry dishes	340	3FC4/10	Cook and finish complex poultry dishes

NVQ 3 HOSPITALITY AND CATERING (7083)			NEW NVQ DIPLOMA IN HOSPITALITY AND CATERING (7133)		
OLD standards Unit title			NEW standards Unit title		
711	3FC5	Cook and finish complex game dishes	341	3FC5/10	Cook and finish complex game dishes
712	3FC6	Cook and finish complex vegetable dishes	342	3FC6/10	Cook and finish complex vegetable dishes
713	3FPC1	Prepare, cook and finish dressings and cold sauces	343	3FPC1/10	Prepare, cook and finish complex hot sauces
714	3FPC2	Prepare, cook and finish complex soups	344	3FPC2/10	Prepare, cook and finish complex soups
715	3FPC3	Prepare, cook and finish fresh pasta dishes	345	3FPC3/10	Prepare, cook and finish fresh pasta dishes
716	3FPC4	Prepare, cook and finish complex bread dough products	346	3FPC4/10	Prepare, cook and finish complex bread and dough products
717	3FPC5	Prepare, cook and finish complex cakes, biscuits, sponges and scones	347	3FPC5/10	Prepare, cook and finish complex cakes, sponges, biscuits and scones
718	3FPC6	Prepare, cook and finish complex pastry products	348	3FPC6/10	Prepare, cook and finish complex pastry products
719	3FPC7	Prepare, process and finish chocolate products	349	3FPC7/10	Prepare, process and finish complex chocolate products
720	3FPC8	Prepare, process and finish marzipan, pastillage and sugar products	350	3FPC8/10	Prepare, process and finish marzipan, pastillage and sugar products
721	3FPC9	Prepare, cook and present complex cold products	351	3FPC9/10	Prepare, cook and present complex cold products
722	3FPC10	Prepare, finish and present canapés and cocktail products	352	3FPC10/10	Prepare, finish and present canapés and cocktail products
723	3PC11	Prepare cook and finish complex hot sauces	353	3FPC11/10	Prepare, cook and finish dressings and cold sauces
724	3FPC12	Prepare and cook complex hot desserts	354	3FPC12/10	Prepare, cook and finish complex hot desserts
725	3FPC13	Prepare and cook complex cold desserts	355	3FPC13/10	Prepare, cook and finish complex cold desserts
726	3FPC14	Produce sauces, fillings and coatings for complex desserts	356	3FPC14/10	Produce sauces, fillings and coatings for complex desserts
N/A	N/A	No map	666	PERR/10	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualification

- Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) (7250).

1.3 Underpinning Knowledge Tests

UPK tests and answers are available to download from www.cityandguilds.com

1.4 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Fast track approval forms/generic fast track approval form	www.cityandguilds.com or catering@cityandguilds.com
Candidate logbooks	www.cityandguilds.com
UPK questions and answers	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 3 NVQ in Hospitality (7083) will be **automatically approved** to deliver the Level 3 NVQ Certificates in Hospitality (7133). These centres do not need to submit a fast track approval form.

2.1 Resource requirements

Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined above. For more information on A/V units requirements please refer to the People1st Assessment Strategy (Appendix 2).

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully. Centres must also ensure that candidates have the potential and opportunity to gain evidence for the qualification in the workplace.

Age restrictions

Qualification title	Number	Age
Level 3 NVQ Diploma in Professional Cookery	7133-02	16+
Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)	7133-01	16+
Level 3 NVQ Diploma in Professional Cookery (Patisserie and confectionary)	7133-03	16+

3 Units

Availability of units

The units for these qualifications follow.

They may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (UAN) www.accreditedqualifications.org.uk

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds unit number
- Title
- Level
- UAN number
- Credit value
- Guided learning hours
- Unit aim
- Endorsement by a sector or other appropriate body
- Learning outcomes which are comprised of a number of assessment criteria
- Information on assessment

Summary of units

City & Guilds unit number	Title	SSC unit number	Credits	GLH
203	Maintain food safety when storing, preparing and cooking food	2GEN3/09	4	32
296	Produce healthier dishes	2PR17	3	28
302	Develop productive working relationships with colleagues	HSL2	9	27
303	Contribute to the control of resources	HSL3	4	30
305	Maintain the health, hygiene, safety and security of the working environment	HSL4	4	27
309	Contribute to the development of recipes and menus	HSL9	4	22
330	Ensure food safety practices are followed in the preparation and serving of food and drink	HSL30	5	35
332	Prepare fish for complex dishes	3FP1	3	21
333	Prepare shellfish for complex dishes	3FP2	4	28
334	Prepare meat for complex dishes	3FP3	4	28

335	Prepare poultry for complex dishes	3FP4	3	23
336	Prepare game for complex dishes	3FP5	4	28
337	Cook and finish complex fish dishes	3FC1	4	38
338	Cook and finish complex shellfish dishes	3FC2	4	31
339	Cook and finish complex meat dishes	3FC3	4	31
340	Cook and finish complex poultry dishes	3FC4	4	31
341	Cook and finish complex game dishes	3FC5	4	36
342	Cook and finish complex vegetable dishes	3FC6	4	30
343	Prepare, cook and finish complex hot sauces	3FPC1	4	25
344	Prepare, cook and finish complex soups	3FPC2	4	29
345	Prepare, cook and finish fresh pasta dishes	3FPC3	4	29
346	Prepare, cook and finish complex bread and dough products	3FPC4	4	27
347	Prepare, cook and finish complex cakes, sponges, biscuits and scones	3FPC5	5	35
348	Prepare, cook and finish complex pastry products	3FPC6	3	29
349	Prepare, process and finish complex chocolate products	3FPC7	5	42
350	Prepare, process and finish marzipan, pastillage and sugar products	3FPC8	5	42
351	Prepare, cook and present complex cold products	3FPC9	5	38
352	Prepare, finish and present canapés and cocktail products	3FPC10	4	32
353	Prepare, cook and finish dressings and cold sauces	3FPC11	3	20
354	Prepare, cook and finish complex hot desserts	3FPC12	3	26
355	Prepare, cook and finish complex cold desserts	3FPC13	3	31
356	Produce sauces, fillings and coatings for complex desserts	3FPC14	4	33
666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	PERR/10	2	16

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Level:	2
UAN number:	D/601/6980
Credit value:	4
GLH:	32

Unit aims

This unit describes the craft competencies needed for preparing and cooking food safely, and focuses on the four main areas of control - cooking, cleaning, chilling and preventing cross-contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food. Separate units are available for those who serve and handle food in other ways, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Be able to keep self clean and hygienic
2. Know how to keep self clean and hygienic
3. Be able to keep working area clean and hygienic
4. Know how to keep working area clean and hygienic
5. Be able to store food safely
6. Know how to store food safely
7. Be able to prepare, cook and hold food safely
8. Know how to prepare, cook and hold food safely
9. Know how to maintain food safety

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

Outcome 1 Be able to keep self clean and hygienic

The learner can:

1. Wear clean and hygienic **clothes** appropriate to the jobs being undertaken
2. Tie hair back and/or wear appropriate hair covering
3. Only wear jewellery and other accessories that do not cause food safety hazards
4. Change clothes when necessary
5. Wash hands thoroughly at **appropriate times**
6. Avoid **unsafe behaviour** that could contaminate the food working with
7. Report and cuts, boils, grazes, illness and infections promptly to the appropriate person
8. Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing

What you must cover:

1. **Clothes**
 - a) Trousers
 - b) Tops/jackets
 - c) Coats
 - d) Disposable gloves
 - e) Shoes
 - f) Headgear
 - g) Aprons
2. **Appropriate times to wash your hands**
 - a) After going to the toilet or in contact with faeces
 - b) When going into food preparation and cooking areas including after any work breaks
3. **Unsafe behaviour**
 - a) After touching raw food and waste
 - b) Before handling raw food
 - c) After disposing of waste
 - d) After cleaning
 - e) After changing dressings or touching open wounds
 - f) Failure to wash hands thoroughly when necessary
 - g) Touching your face, nose or mouth, blowing your nose
 - h) Chewing gum
 - i) Eating
 - j) Smoking
 - k) Scratching

Outcome 2 Know how to keep self clean and hygienic

The learner can:

- K1. State why clean and hygienic clothes must be worn
- K2. State why hair must be tied back or an appropriate hair covering be worn
- K3. State the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking food
- K4. Describe the food safety hazards that jewellery and accessories can cause
- K5. State when clothing should be changed
- K6. State the importance of changing clothes
- K7. State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food
- K8. Describe how to wash hands safely
- K9. State the importance of not handling food when open cuts are present

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

- K10. Describe what to do if anyone has an open cut
- K11. State the importance of reporting illnesses and infections promptly
- K12. State why stomach illnesses are particularly important to report
- K13. State the importance of avoiding touching, face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food

Outcome 3 Be able to keep working area clean and hygienic

The learner can:

- 9. Make sure **surfaces and equipment** are clean and in good condition
- 10. Use clean and suitable cloths and equipment for wiping and cleaning between tasks
- 11. Remove from use any surfaces and equipment that are damaged or have loose parts
- 12. Report damaged surfaces, equipment to the person responsible for food safety
- 13. Dispose of waste promptly, hygienically and appropriately
- 14. Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings
- 15. Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person
- 16. Identify, take appropriate action on any signs of pests
- 17. Report any signs of pest to the appropriate person

What you must cover:

1. Surfaces and equipment

- a) Surfaces and utensils for preparing, cooking and holding food
- b) Surfaces and utensils used for displaying and serving food
- c) Appropriate cleaning equipment

Outcome 4 Know how to keep working area clean and hygienic

The learner can:

- K14. State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task
- K15. Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task
- K16. State the importance of only using clean and suitable cloths when cleaning before tasks
- K17. State how to ensure that clean and suitable cloths are used before tasks
- K18. Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety
- K19. List the types of damaged surfaces or equipment that can cause food safety hazards
- K20. Describe how to deal with damaged surfaces and equipment
- K21. State the importance of clearing and disposing of waste promptly and safely
- K22. Describe how to safely dispose of waste
- K23. Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards
- K24. State the types of damage that should be looked out for
- K25. State the types of pests that could be found in catering operations
- K26. State how to recognise the signs that pest may be present

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

Outcome 5 Be able to store food safely

The learner can:

18. Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery
19. Look at and retain any important labelling information
20. Prepare food for storage
21. Place food in storage as quickly as necessary to maintain its safety
22. Make sure **storage areas** are clean, suitable and maintained at the correct temperature for the type of food
23. Store food so that cross contamination is prevented
24. Follow stock rotation procedures
25. Safely dispose of food that is beyond 'use-by-date'
26. Keep necessary records up-to-date

What you must cover:

1. **Storage areas**
 - a) Ambient temperature
 - b) Refrigerator
 - c) Freezer

Outcome 6 Know how to store food safely

The learner can:

- K27. State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date
- K28. State the importance of preparing food for storage
- K29. State why food must be put in the correct storage area
- K30. State the temperature food should be stored at
- K31. State the importance of keeping storage areas clean and tidy
- K32. Describe what to do if storage areas are not clean and tidy
- K33. State the importance of storing food at the correct temperature
- K34. Describe how to store food at the correct temperature
- K35. State what types of food are raw
- K36. State why types of food are ready-to-eat
- K37. State why stock rotation procedures are important
- K38. State why food beyond its 'use-by-date' must be disposed of

Unit 203 **Maintain food safety when preparing, storing and cooking food (2GEN3)**

Learning outcomes and assessment criteria

Outcome 7 Be able to prepare, cook and hold food safely

The learner can:

27. Check food before and during **operations** for any **hazards**
28. Follow correct procedures for dealing with food hazards
29. Follow organisational procedures for items that may cause allergic reactions
30. Prevent cross-contamination between different types of food
31. Use methods, times, temperatures and checks to make sure food is safe following operations
32. Keep necessary records up-to-date

What you must cover:

1. Operations

- a) Defrosting food
- b) Preparing food, including washing and peeling
- c) Cooking food
- d) Reheating food
- e) Holding food before serving
- f) Cooling cooked food not for immediate consumption
- g) Freezing cooked food not for immediate consumption

2. Hazards

- a. Bacteria and other organisms
- b. Chemical
- c. Physical
- d. Allergenic

Unit 203

Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

Outcome 8 Know how to prepare, cook and hold food safely

The learner can:

- K39. State why it is necessary to defrost foods before cooking
- K40. State when it is necessary to defrost foods before cooking
- K41. Describe how to safely and thoroughly defrost food before cooking
- K42. Describe how to recognise conditions leading to safety hazards
- K43. State what to do if any food safety hazards are discovered
- K44. State the importance of knowing that certain foods cause allergic reactions
- K45. Describe organisational procedures to deal with foods possible of causing allergic reactions
- K46. State what to do if a customer asks if a particular dish is free from a certain food allergen
- K47. Describe how cross-contamination can happen between different food types
- K48. Describe how to avoid cross-contamination between different food types
- K49. Explain why thorough cooking and reheating methods should be used
- K50. State cooking and reheating temperatures and times to use for food being worked with
- K51. Describe how to check that food is thoroughly cooked or safely reheated
- K52. State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer
- K53. State the types of foods that may need to be chilled or frozen because they are not for immediate consumption
- K54. Describe how to safely store food not for immediate consumption

Outcome 9 Know how to maintain food safety

The learner can:

- K55. Describe how to operate a food safety management system
- K56. Explain the concept of hazards to food safety in a catering operation
- K57. State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level
- K58. Describe what may happen if hazards are not controlled
- K59. State the types of hazards that may occur in a catering operation
- K60. Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination
- K61. State why monitoring is important
- K62. State the key stages in the monitoring process
- K63. State the importance of knowing what to do when things go wrong
- K64. State why some hazards are more important than others in terms of food safety
- K65. State who to report to if there are food safety hazards

Unit 203 Maintain food safety when preparing, storing and cooking food (2GEN3)

Evidence requirements

Unit 2GEN3	Maintain food safety when storing, preparing and cooking food
Outcome 1	Be able to keep yourself clean and hygienic
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess criteria 1, 2, 3 and 5 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 4, 6, 7 and 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least four from clothes <ul style="list-style-type: none"> a) trousers b) tops/jackets c) coats d) disposable gloves e) shoes f) headgear g) aprons • at least five from appropriate times to wash your hands <ul style="list-style-type: none"> a) after going to the toilet or in contact with faeces b) when going into food preparation and cooking areas including after any work breaks c) after touching raw food and waste d) before handling raw food e) after disposing of waste f) after cleaning g) after changing dressings or touching open wounds • none from unsafe behaviour <ul style="list-style-type: none"> a) failure to wash hands thoroughly when necessary b) touching your face, nose or mouth, blowing your nose c) chewing gum d) eating e) smoking f) scratching <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
Outcome 3	Be able to keep your working area clean and hygienic
What you must DO for Outcome 3	<p>The assessor <u>must</u> assess assessment criteria 9, 10, 13, 14 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 11, 12, 15, 16 and 17 through questioning or witness testimony if no naturally occurring</p>

<p>What you must COVER for Outcome 3</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from surfaces and equipment <ol style="list-style-type: none"> a) surfaces and utensils for preparing, cooking and holding food b) surfaces and utensils used for displaying and serving food c) appropriate cleaning equipment <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
<p>Outcome 5</p>	<p>Be able to store food safely</p>
<p>What you must DO for Outcome 5</p>	<p>The assessor <u>must</u> assess assessment criteria 18, 19, 20, 21, 22, 23 & 24 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 25 & 26 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for Outcome 5</p>	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least two from storage areas <ol style="list-style-type: none"> a) ambient temperature b) refrigerator c) freezer <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
<p>Outcome 7</p>	<p>Be able to prepare, cook and hold food safely</p>
<p>What you must DO for Outcome 7</p>	<p>The assessor <u>must</u> assess assessment criteria 30 and 31 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 27, 28, 29 and 32 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must COVER for Outcome 7</p>	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least four from operations <ol style="list-style-type: none"> a) defrosting food b) preparing food, including washing and peeling c) cooking food d) reheating food e) holding food before serving f) cooling cooked food not for immediate consumption g) freezing cooked food not for immediate consumption • none from hazards <ol style="list-style-type: none"> a) bacteria and other organisms b) chemical c) physical d) allergenic <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 296

Produce healthier dishes (2PR17)

Level: 2
UAN number: A/601/4962
Credit value: 3
GLH: 28

Unit aim

This unit is about preparing, cooking and finishing dishes which use healthier ingredients, preparation, cooking and finishing techniques.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to produce healthier dishes
2. Understand how to produce healthier dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 296 Produce healthier dishes (2PR17)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce healthier dishes

The learner can:

1. Check ingredients meet dish requirements
2. Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre
3. Cook food in a way that maximises its nutritional value
4. Use flavourings that minimise the use of salt and sugar
5. Present dishes in a way that is attractive to the customer
6. Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish

What you must cover:

1. **Dish**
 - a) Meat/poultry
 - b) Fish
 - c) Vegetables/fruit
 - d) Eggs
 - e) Pasta/rice/grain/pulses
 - f) Soups/sauces
 - g) Pastry
 - h) Bread/dough
 - i) Sponges/cakes/biscuits/scones

Outcome 2 Understand how to produce healthier dishes

The learner can:

- K1. Describe the concept of a balanced diet and how this is important to good health
- K2. State the government's current guidelines for healthy eating
- K3. State the types and combinations of ingredients that make up a healthy dish
- K4. Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes
- K5. Describe the nutritional benefits of starchy foods, fruits vegetables and pulses
- K6. Explain how to read and interpret food labelling
- K7. Describe how to select types, combinations and proportions of ingredients that will make a healthy dish
- K8. Describe what techniques can be used to prepare ingredients in a healthy way
- K9. Describe what techniques can be used to cook the dish in a way that maximises its nutritional value
- K10. State what healthier flavourings can be used as alternatives to salt and sugar
- K11. Explain why it is important to present healthier dishes to customers in an attractive way and how to do so
- K12. State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments
- K13. State appropriate alternative healthier types of sauces, dressings, toppings and condiments

Unit 296 Produce healthier dishes (2PR17)

Evidence requirements

Unit 2PR17	Produce healthier dishes
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1-4 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 5 and 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least four from dish: <ul style="list-style-type: none"> a) meat/poultry b) fish c) vegetables/fruit d) eggs e) pasta/rice/grain/pulses f) soups/sauces g) pastry h) bread/dough i) sponges/cakes/biscuits/scones <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 302

Develop productive working relationships with colleagues (MSC D1) (HSL2)

Level: 3
UAN number: M/501/0428
Credit value: 9
GLH: 27

Unit aims

This unit is about developing working relationships with colleagues; within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation. 'Colleagues' are any people you are expected to work with, whether they are in a similar position or in other positions.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Develop productive working relationships with colleagues
2. Use appropriate behaviours for developing productive working relationships with colleagues
3. Know and understand how to develop productive working relationships with colleagues using general knowledge
4. Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge
5. Know and understand how to develop productive working relationships with colleagues using context specific knowledge

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st the Sector Skills Council for Hospitality and by the Management Standards Centre

Unit 302 Develop productive working relationships with colleagues (MSC D1) (HSL2)

Learning outcomes and assessment criteria

Outcome 1 Develop productive working relationships with colleagues

The learner can:

1. Establish working relationships with all colleagues who are relevant to the work being carried out
2. Recognise, agree and respect the roles and responsibilities of colleagues
3. Understand and take account of the priorities, expectations and authority of colleagues in decisions and actions
4. Fulfil agreements made with colleagues and let them know
5. Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
6. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out
7. Exchange information and resources with colleagues to make sure that all parties can work effectively
8. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement

Outcome 2 Use appropriate behaviours for developing productive working relationships with colleagues

The learner can:

9. Present information clearly, concisely, accurately and in ways that promote understanding
10. Demonstrate that they seek to understand people's needs and motivations
11. Demonstrate that they make time available to support others
12. Demonstrate that they clearly agree what is expected of others and hold them to account
13. Demonstrate that they know how to work to develop an atmosphere of professionalism and mutual support
14. Demonstrate model behaviour that shows respect, helpfulness and co-operation
15. Demonstrate that they keep promises and honour commitments
16. Consider the impact of their own actions on others
17. Say no to unreasonable requests
18. Demonstrate that they show respect for the views and actions of others

Outcome 3 Know and understand how to develop productive working relationships with colleagues using general knowledge

The learner can:

- K1. Understand the benefits of developing productive working relationships with colleagues
- K2. Understand the principles of effective communication and how to apply them in order to communicate effectively with colleagues
- K3. Know how to identify disagreements with colleagues and the techniques for sorting them out

Unit 302 Develop productive working relationships with colleagues (MSC D1) (HSL2)

Learning outcomes and assessment criteria

- K4. Know how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them
- K5. Know how to take account of diversity issues when developing working relationships with colleagues
- K6. Know the importance of exchanging information and resources with colleagues
- K7. Know how to get and make use of feedback on your performance from colleagues
- K8. Know how to provide colleagues with useful feedback on their performance

Outcome 4 Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge

The learner can:

- K9. Know about regulations and codes of practice that apply in the industry or sector
- K10. Know about standards of behaviour and performance in the industry or sector
- K11. Know about the working culture of the industry or sector

Outcome 5 Know and understand how to develop productive working relationships with colleagues using context specific knowledge

The learner can

- K12. Identify current and future work being carried out
- K13. Identify colleagues who are relevant to the work being carried out, their work roles and responsibilities
- K14. Identify processes within the organisation for making decisions
- K15. Identify line management responsibilities and relationships within the organisation
- K16. Practise the organisation's values and culture
- K17. Identify influence, politics and power within the organisation
- K18. Adhere to standards of behaviour and performance expected in the organisation
- K19. Identify information and resources that different colleagues might need
- K20. Reach agreements with colleagues

Unit 302 Develop productive working relationships with colleagues (MSC D1) (HSL2)

Evidence requirements

Evidence of outcomes: Possible examples of evidence	Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4	Learning outcome 5
Records of activities and agreements with work colleagues that you have completed successfully:	1, 2, 3, 4 5, 8				
<ul style="list-style-type: none"> Notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements 		9,10,11,12 13,14,15, 16 17,18	K1, K2,K3, K4, K5, K6, K7, K8	K9, K10, K11	K12, K13, K14, K15, K16, K17, K18, K19, K20
<ul style="list-style-type: none"> Emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements 		9,10,11,12 13,14,15, 16 17,18	K1, K2, K3, K4, K5, K6	K9, K10, K11	K12, K13, K14, K15, K16, K17, K18, K19, K20
<ul style="list-style-type: none"> Personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them) 		13,14,15,16 17,18	K1, K2, K3, K4, K5, K6, K7	K9, K10, K11	K12, K13, K14, K15, K16, K17, K18, K19
<ul style="list-style-type: none"> Witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them) 		9,10,11,12 14, 15, 18	-	-	-
Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:	1, 2, 3, 5 6, 7, 8				
<ul style="list-style-type: none"> Notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflict 		9,10,12,13 14,15,16 17,18	K1, K2, K3, K4 K5, K6, K7	K9, K10, K11	K12, K13, K14, K15, K16, K17, K18, K19, K20
<ul style="list-style-type: none"> Emails, memos and other correspondence with colleagues relating to relationship difficulties or conflict 		9,10,12,13 14,15,16 17,18	K1, K2, K3, K4 K5	K9, K10, K11	K12, K13, K14, K15, K16, K17, K18, K19, K20

Level: 3
UAN number: H/502/4097
Credit value: 4
GLH: 30

Unit aims

This unit is about ensuring that you, and staff you are responsible for, use resources effectively and efficiently, without undue waste. It covers obtaining supplies, checking equipment, monitoring the use of resources and keeping records.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be able to contribute to the control of resources
2. Understand how to contribute to the control of resources

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.

Unit 303 Contribute to the control of resources (HSL3)

Learning outcomes and assessment criteria

Outcome 1 Be able to contribute to the control of resources

The learner can:

1. Compare the resource available to them with the resources they need for their work
2. Follow the correct procedures to obtain additional resources needed for their work
3. Deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed
4. Check the quality, quantity and suitability of resources before they are needed for use
5. Make sure that equipment and materials are correctly stored and maintained
6. Encourage their colleagues to make efficient use of resources and minimise waste
7. Monitor the use of resources in their area of responsibility
8. Make sure that resources are used effectively, efficiently and in line with organisational and legal requirements
9. Keep records about resources up-to-date, accurate and in the specified place
10. Recommend ways of making better use of resources following organisational requirements

Outcome 2 Understand how to contribute to the control of resources

The learner can:

- K1. Identify the equipment, colleagues and supplies that are used in their area of responsibility
- K2. Describe normal consumption levels for the resources in their area of responsibility
- K3. Explain how to work out what resources are needed for planned work
- K4. Explain how to identify what resources are available for planned work
- K5. Explain how make sure the resources already available are suitable for planned work
- K6. Explain how to identify what additional resources are needed for planned work
- K7. Identify the approximate costs of the resources used in their area of responsibility
- K8. Explain how resource costs affect their organisation's financial targets
- K9. Explain the importance of working within agreed spending limits
- K10. Describe the procedures to follow when it is necessary to go beyond agreed spending limits
- K11. Explain why it is important to follow the correct procedures when it is necessary to go beyond the agreed spending limit
- K12. Describe their organisation's policies for ordering resources
- K13. Identify who is responsible for ordering resources
- K14. Identify their organisation's regular suppliers
- K15. Describe the procedures to follow to obtain required resources
- K16. Describe the procedures to store the resources in their area of responsibility
- K17. Explain how to ensure resources are stored correctly
- K18. Describe the appropriate lifting and handling methods and techniques for resources in their area
- K19. Describe the health and safety requirements for the resources they are responsible for
- K20. Explain the environmental impact of the resources they are responsible for

Unit 303 Contribute to the control of resources (HSL3)

Learning outcomes and assessment criteria

- K21. Describe their organisation's policies for:
 - a. using resources
 - b. controlling waste
 - c. recycling
- K22. Explain how to count, check and monitor the use of resources
- K23. Explain how to keep waste to a minimum
- K24. Explain how to encourage colleagues to make efficient use of resources to benefit their organisation and the environment
- K25. Explain how to make recommendations to improve the use of resources to decision makers in their organisation
- K26. Identify the records they need to keep on the use of resources
- K27. Explain the advantages of using computerized stock control systems

Unit 303 Contribute to the control of resources (HSL3)

Evidence requirements

Evidence for Learning Outcome 1 must come from the candidate’s work in a hospitality workplace when managing the resources under their control. Resources should include: equipment, supplies and people.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Examples of assessment methods	Examples of evidence
Learning Outcome 1 Be able to contribute to the control of resources	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Order forms Emails and other correspondence Store records Maintenance records Work plans Witness statements Records of professional discussion
Learning Outcome 2 Understand how to contribute to the control of resources	Oral questions Written questions Project Reflective account Professional discussion Inferring knowledge and understanding	Records of oral questioning Question/answer sheets Project Reflective account Cross reference to Outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies Outcome 1	Alternative Assessment Methods	Examples of evidence
3. Deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed	Oral questions Written questions Professional discussion	Records of oral questioning Question/answer sheets Records of professional discussion

Unit 305

Maintain the health, hygiene, safety and security of the working environment

Level	3
UAN number:	Y/502/9569
Credit value:	4
GLH:	27

Unit aim

This unit covers the competence that hospitality supervisors require to maintain the health, hygiene, safety and security of their area of responsibility.

Learning outcomes

There are **three** learning outcome to this unit. The learner will:

1. Be able to maintain the health, hygiene, safety and security of the working environment
2. Understand the importance of maintaining the health, hygiene, safety and security of the working environment
3. Understand how to maintain the health, hygiene, safety and security of the working environment

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 305 Maintain the health, hygiene, safety and security of the working environment

Learning outcomes and assessment criteria

Outcome 1 Be able to contribute to the control of resources

The learner can:

1. obtain information on the health, hygiene, safety and security procedures in own area of responsibility
2. ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility
3. inform colleagues about the importance of following health, hygiene, safety and security procedures
4. check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility
5. monitor own area of responsibility for risks to health, hygiene, safety and security
6. deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff
7. follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken
8. pass on information about how health, hygiene, safety or security procedures are working
9. recommend improvements for health, hygiene, safety or security procedures

Outcome 2 Understand the importance of maintaining the health, hygiene, safety and security of the working environment

The learner can:

1. identify the statutory authorities that enforce the health, hygiene and safety laws and regulations
2. explain the implications of breaking the law on health, hygiene and safety for - individuals – organisation
3. describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility
4. describe the organisation's health, hygiene, safety and security procedures for own area of responsibility
5. describe own responsibilities for health, hygiene, safety, and security
6. explain the importance of making sure permanent and temporary staff are aware of relevant procedures
7. explain how to communicate with colleagues on issues relating to health, hygiene, safety, and security
8. identify the person responsible in the organisation for first aid, health, hygiene, safety and security and their responsibilities
9. explain the organisation's emergency procedures
10. describe the evacuation procedures that relate to own area of responsibility
11. describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security
12. describe the procedures that should be followed when making recommendations about health, hygiene, safety and security
13. identify who to make recommendations to regarding health, hygiene, safety and security

Outcome 3 Understand how to maintain the health, hygiene, safety and security of the working environment

The learner can:

1. identify information about health, hygiene, safety and security that should be recorded and stored
2. identify other people and organisations who need to have access to information about health, hygiene, safety and security
3. identify the information on health, hygiene, safety and security that external authorities may need to access
4. identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility
5. explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public
6. identify how frequently health, hygiene, safety and security inspections should be carried out
7. explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility
8. explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards
9. explain the limits of own authority when dealing with risks and hazards
10. explain the procedures to deal with faults of equipment in own area of responsibility
11. explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur
12. explain the procedure to follow in the event of an emergency, including - bomb alert - fire

Unit 309

Contribute to the development of recipes and menus (HSL9)

Level: 3
UAN number: K/502/4117
Credit value: 4
GLH: 22

Unit aims

This unit covers the competence hospitality supervisors need to plan and introduce new menu items. It involves researching the menu item, taking account of food combinations, flavours and dietary requirements and implementing the new items.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to contribute to the development of recipes and menus
2. Understand how to contribute to the development of recipes and menus

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 309

Contribute to the development of recipes and menus (HSL9)

Learning outcomes and assessment criteria

Outcome 1 Be able to contribute to the development of recipes and menus

The learner can:

1. Take account of food combinations, flavours and dietary requirements
2. Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities
3. Identify suitable suppliers/ sources
4. Identify methods of presenting, holding and distributing the product
5. Cost recipe suggestions
6. Take account of available resources
7. Pass on relevant information about the suitability of the new menu item following organisational procedures
8. Offer suggestions on menu layout and presentation
9. Introduce recipe suggestions in accordance with:
 - the style and policy of the organisation
 - available resources
 - the expectations and standards of customers
10. Make sure staff have the information, skills and resources needed to support the introduction of the new menu item
11. Collect feedback from staff and customers
12. Evaluate feedback from staff and customers

Outcome 2 Understand how to contribute to the development of recipes and menus

The learner can:

- K1. Explain the existing style and policy of the organisation in relation to recipes and menus
- K2. Explain how location and styles of operation can affect proposed menu items
- K3. Explain the concept of a balanced diet and why it is important to good health
- K4. Describe current government guidelines for healthy eating
- K5. Explain how to keep up-to-date with information on healthy eating
- K6. Describe the types, combinations and proportions of ingredients that make up a healthy dish
- K7. Explain the nutritional benefits of minimising the fat, sugar and salt content of dishes
- K8. Explain the nutritional benefits of starchy foods, fruit, vegetables and pulses
- K9. Identify healthier flavourings that can be used as alternatives to salt and sugar
- K10. Describe the quality standards required for each recipe item to be included
- K11. Explain how to assess the quality of potential ingredients

Unit 309 Contribute to the development of recipes and menus (HSL9)

Learning outcomes and assessment criteria

- K12. Explain how available equipment can affect the production of food items
- K13. Identify the factors that need to be considered in selecting presentation, holding and distribution methods
- K14. Explain how to cost proposed recipes and work out gross profit
- K15. Explain the effect supplier choice can have on food quality
- K16. Explain how to identify and assess the suitability of suppliers or supply sources
- K17. Explain how to record information relating to proposed recipes
- K18. Identify who to make records of proposed recipes available to
- K19. Identify who to consult to gain feedback on proposed recipes
- K20. Explain how to carry out and evaluate test runs of recipes
- K21. Explain why staff skills should be assessed prior to proposing new recipes and menu items
- K22. Describe what training may be needed to support the implementation of new menu items
- K23. Explain how to brief staff on new menu items and implementation plans
- K24. Describe how to gain feedback from staff on operational problems which may arise
- K25. Explain how to allocate resources to staff to enable them to implement new menu items
- K26. Identify lead times required by organisation for the implementation of new menu items
- K27. Explain how to estimate lead times for the preparation of new menu items
- K28. Explain why measures should be closely monitored when introducing new items
- K29. Explain why it is important to gain feedback from customers on new items and ways of doing this

Unit 309 **Contribute to the development of recipes and menus (HSL9)**

Evidence requirements

Evidence for learning outcome 1 must come from the candidate's work in a hospitality workplace when helping to develop recipes and menus.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Example assessment methods	Examples of evidence
Learning Outcome 1 Be able to contribute to the development of recipes and menus	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Photos Notes of meetings with line manager and other staff Correspondence with other staff Records of research Sample recipes and menus to which the learner has contributed Witness statements Records of professional discussion
Learning Outcome 2 Understand how to contribute to the development of recipes and menus	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to Outcome 1

Unit 330

Ensure food safety practices are followed in the preparation and serving of food and drink (HSL30)

Level: 3
UAN number: D/502/4163
Credit value: 5
GLH: 35

Unit aim

This unit is about ensuring that all food and drink prepared, cooked and served is carried out following appropriate food safety practices and procedures.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to ensure food safety practices are followed in the preparation and serving of food and drink
2. Understand how to ensure food safety practices are followed in the preparation and serving of food and drink

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 330 Ensure food safety practices are followed in the preparation and serving of food and drink (HSL30)

Learning outcomes and assessment criteria

Outcome 1 Be able to ensure food safety practices are followed in the preparation and serving of food and drink

The learner can:

1. Make sure relevant information about food safety procedures is available
2. Make sure that good hygiene practices are in place
3. Carry out own responsibilities for the implementation of food safety procedures
4. Provide feedback to the person responsible for the organisation's food safety procedures on the effectiveness of these procedures
5. Monitor and be constantly alert to the possibility of food safety hazards in own area of responsibility
6. Identify indicators of potential sources of food safety hazards
7. Identify actual food safety hazards
8. Identify control measures appropriate to the identified food safety hazards
9. Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible

Outcome 2 Understand how to ensure food safety practices are followed in the preparation and serving of food and drink

The learner can:

- K1. Explain the importance of having food safety procedures
- K2. Describe the current food safety legislation requirements affecting own responsibilities
- K3. Describe own responsibilities under the organisation's food safety procedures including:
 - helping to check the procedures
 - assisting with hazard analysis
 - allocating and supervising food safety responsibilities
 - identifying and meeting staff training needs
 - reporting to management
 - ensuring the proper application and monitoring of control measures
 - monitoring of control measures
 - ensuring corrective action is taken when control measures fail
 - following recording procedures
- K4. Explain how to implement own responsibilities in their workplace
- K5. Describe the different types of food safety hazards (microbiological, physical, chemical and allergenic)
- K6. Describe the common examples of food safety hazards in the following groups: microbiological; physical; chemical; allergenic
- K7. Describe the significant food safety hazards in own workplace
- K8. Describe the conditions that affect microbial growth

- K9. Describe the indicators of food safety hazards in own area of responsibility (eg food spoilage, temperature controls, condition of premises)
- K10. Explain the importance of being constantly alert to the possibility of food safety hazards in own area of responsibility
- K11. Explain how to look out for food safety hazards
- K12. Describe the principal causes of food safety hazards eg human factors (including lack of effective supervision), lack of labelling information, supplier quality, cross contamination, premises and waste, personal health, handling issues and pests
- K13. Describe the dangers of pest infestation
- K14. Describe effective pest control measures
- K15. Identify effective equipment and surface cleaning methods
- K16. Explain why surface cleaning is important
- K17. Explain the importance of hygienic and effective waste disposal
- K18. Describe the correct methods to control waste
- K19. Describe the personal hygiene practices that staff should follow according to operational requirements including:
- hand washing
 - wearing of protective clothing
 - footwear and headgear
 - wearing of jewellery and accessories
 - treatment and covering of cuts, boils, grazes and wounds
 - reporting of illnesses and infections to the appropriate person
- K20. Explain the importance of food temperature control
- K21. Identify the temperature levels and controls for the types of food in own area of responsibility during:
- delivery
 - storage
 - preparation
 - cooking
 - cooling and reheating
 - holding and service
- K22. Explain the dangers of cross-contamination
- K23. Describe methods to eliminate cross contamination for any type of food safety hazard
- K24. Explain how to communicate responsibilities for food safety procedures to staff
- K25. Explain how to make sure staff understand food safety responsibilities
- K26. Explain how to ensure that staff receive appropriate training to meet their food safety responsibilities according to own level of responsibility and autonomy
- K27. Identify the types of failures that may occur with control measures
- K28. Identify the corrective actions to take for failures with control measures
- K29. Explain the importance of providing feedback to the person responsible for the food safety procedures
- K30. Identify the types of issues that should be communicated to the person responsible for the food safety procedures
- K31. Explain the importance of contributing to the evaluation of the food safety procedures

Unit 330

Ensure food safety practices are followed in the preparation and serving of food and drink (HSL30)

Evidence requirements

Evidence for Learning Outcome 1 must come from the candidate's work in a hospitality workplace when ensuring food safety hygiene practice.

There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

Learning outcomes	Example assessment methods	Examples of evidence
Learning Outcome 1 Be able to ensure food safety hygiene practice is followed in the preparation and serving of food	Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Correspondence Food safety records Team briefing notes Witness statements Records of professional discussion
Learning Outcome 2 Understand how to ensure food safety hygiene practice is followed in the preparation and serving of food	Oral questions Written questions Project Reflective account Professional discussion	Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to Outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies Outcome 1	Alternative assessment methods	Examples of evidence
6. Identify indicators of potential sources of food safety hazards 7. Identify actual food safety hazards 8. Identify control measures appropriate to the identified food safety hazards 9. Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 332

Prepare fish for complex dishes (3FP1)

Level:	3
UAN number:	F/601/5479
Credit value:	3
GLH:	21

Unit aim

This unit is about preparing fresh, unprepared fish for complex dishes. This unit is for staff who have complex preparation skills and are capable of working with no supervision.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare fish for complex dishes
2. Understand how to prepare fish for complex dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 332 Prepare fish for complex dishes (3FP1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare fish for complex dishes

The learner can:

1. Select the type and quantity of **fish** needed for the dish
2. Check the fish to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the fish to maintain its quality and meet the requirements of the dish
5. Safely store any prepared fish not for immediate use

What you must cover:

1. **Fish**
 - a. White fish - round
 - b. White fish - flat
 - c. Oily fish
 2. **Prepare by**
 - a) Gutting
 - b) Filleting
 - c) Cutting
 - darne
 - goujons
 - plait
- paupiette
 - suprême
 - tronçon
 - d) Trimming
 - e) Skinning
 - f) Marinating
 - g) Coating
 - h) Topping (for example with herb crust)
 - i) Covering (for example, en croûte)

Outcome 2 Understand how to prepare fish for complex dishes

The learner can:

- K1. State the approximate yields of prepared fish
- K2. Explain how to control portions to minimise waste
- K3. Describe the suitable cuts for each type of fish
- K4. Describe the main characteristics of each type of fish
- K5. State nutritional values for each type of fish
- K6. Explain preparation methods for different complex fish dishes
- K7. Explain how to select the correct type, quality and quantity of fish to meet dish requirements
- K8. Describe what quality points to look for in fresh fish
- K9. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K10. Describe what to do if there are any problems with the fish or other ingredients
- K11. Describe how to carry out different preparation methods
- K12. Describe how to store prepare fish
- K13. State healthy eating options when preparing fish for complex dishes

Unit 332 Prepare fish for complex dishes (3FP1)

Evidence requirements

Unit 3FP1	Prepare fish for complex dishes
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, & 5 by directly observing the candidate's work.
What you must COVER Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least three from fish <ul style="list-style-type: none"> a) white fish - round b) white fish - flat c) oily • at least seven from prepare by, which must include at least four from cutting <ul style="list-style-type: none"> a) gutting b) filleting c) cutting <ul style="list-style-type: none"> • darne • goujons • plait • paupiette • suprême • tronçon d) trimming e) skinning f) marinating g) coating h) topping (for example with herb crust) i) covering (for example, en croûte) <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 333

Prepare shellfish for complex dishes (3FP2)

Level: 3
UAN number: R/601/5485
Credit value: 4
GLH: 28

Unit aim

This unit is about preparing fresh shellfish for complex dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare shellfish for complex dishes
2. Understand how to prepare shellfish for complex dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 333 Prepare shellfish for complex dishes (3FP2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare shellfish for complex dishes

The learner can:

1. Select the type and quantity of **shellfish** needed for the dish
2. Check the shellfish to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the shellfish to maintain its quality and meet the requirements of the dish
5. Safely store any prepared shellfish not for immediate use

What you must cover:

- | | |
|-----------------------------|----------------------|
| 1. Shellfish | 2. Prepare by |
| a) Oysters | a) Trimming |
| b) Crabs | b) Shelling |
| c) Prawns/shrimps | c) Washing |
| d) Langoustines | d) Marinating |
| e) Lobsters/crawfish | e) Coating |
| f) Crayfish | f) Blending |
| g) Scampi/Dublin Bay prawns | g) Cutting |
| h) Mussels | |
| i) Scallops | |
| j) Cockles/clams | |

Outcome 2 Understand how to prepare shellfish for complex dishes

The learner can:

- K1. Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements
- K2. Describe what quality points to look for in fresh shellfish
- K3. Describe how to detect live shellfish
- K4. Describe what to do if there are any problems with the shellfish
- K5. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K6. Explain how to carry out different preparation methods
- K7. Explain how to control portions and minimise waste
- K8. State the approximate yields of prepared shellfish
- K9. Explain the most suitable preparation methods for each type of shellfish
- K10. Explain how to store prepared shellfish
- K11. State healthy eating options when preparing shellfish for complex dishes

Unit 333 Prepare shellfish for complex dishes (3FP2)

Evidence requirements

Unit 3FP2	Prepare shellfish for complex dishes
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 & 5 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least five from shellfish <ul style="list-style-type: none"> a) oysters b) crabs c) prawns/shrimps d) langoustines e) lobsters/crawfish f) crayfish g) scampi/Dublin Bay prawns h) mussels i) scallops j) cockles/clams • at least four from prepare by <ul style="list-style-type: none"> a) trimming b) shelling c) washing d) marinating e) coating f) blending g) cutting <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 334

Prepare meat for complex dishes (3FP3)

Level: 3
UAN number: H/601/5488
Credit value: 4
GLH: 28

Unit aim

This unit is about preparing meat for complex dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare meat for complex dishes
2. Understand how to prepare meat for complex dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 334 Prepare meat for complex dishes (3FP3)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare meat for complex dishes

The learner can:

1. Select the type, cut and quantity of **meat** needed for the dish
2. Check the meat to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the meat to maintain its quality and meet the requirements of the dish
5. Safely store any prepared meat not for immediate use

What you must cover:

1. **Meat**
 - a) Red meat
 - b) White meat
2. **Prepare by**
 - a) Boning
 - b) Trimming
 - c) Rolling
 - d) Tenderising
 - e) Chining
 - f) Tying
 - g) Larding/barding
 - h) Portioning by weight
 - i) Portioning for dish
 - j) Slicing
 - k) Mincing
 - l) Seasoning/marinating

Outcome 2 Understand how to prepare meat for complex dishes

The learner can:

- K1. Explain how to select the correct type, cut and quality and quantity of meat to meet dish requirements
- K2. Describe what quality points to look for in fresh meat
- K3. Describe what to do if there are any problems with the meat or other ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K5. Explain how to carry out different preparation methods
- K6. Explain how to control portions and minimise waste
- K7. Describe the approximate yields of prepared meat and how to make use of by-products
- K8. Describe the main characteristics of the different types of meat dishes
- K9. Describe the current trends in relation to preparing meat dishes for cooking
- K10. State the nutritional value of meat
- K11. Describe how to store prepared meat
- K12. State healthy eating options when preparing meat for complex dishes

Unit 334 Prepare meat for complex dishes (3FP3)

Evidence requirements

Unit 3FP3	Prepare meat for complex dishes
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, & 5 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none">• both from meat<ul style="list-style-type: none">a) red meatb) white meat• at least six from prepare by<ul style="list-style-type: none">a) boningb) trimmingc) rollingd) tenderisinge) chiningf) tyingg) larding/bardingh) portioning by weighti) portioning for dishj) slicingk) mincingl) seasoning/marinating <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 335

Prepare poultry for complex dishes (3FP4)

Level: 3
UAN number: A/601/5495
Credit value: 3
GLH: 23

Unit aim

This unit is about preparing poultry for complex dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare poultry for complex dishes
2. Understand how to prepare poultry for complex dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 335 Prepare poultry for complex dishes (3FP4)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare poultry for complex dishes

The learner can:

1. Select the type and quantity of **poultry** needed for the dish
2. Check the poultry to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the poultry to maintain its quality and meet the requirements of the dish
5. Safely store any prepared poultry not for immediate use

What you must cover:

1. **Poultry**
 - a) Duck
 - b) Guinea fowl
 - c) Goose
 - d) Chicken
 - e) Turkey
2. **Prepare by**
 - a) Checking and preparing the cavity
 - b) Boning
 - c) Seasoning
 - d) Marinating
 - e) Trimming
 - f) Cutting
 - g) Ballottine
 - h) Blending
 - i) Sieving
 - j) Stuffing/filling
 - k) Tying/trussing

Outcome 2 Understand how to prepare poultry for complex dishes

The learner can:

- K1. Explain how to select the correct type and quality and quantity of poultry to meet dish requirements
- K2. Describe what quality points to look for in fresh poultry
- K3. Describe what to do if there are any problems with the poultry or other ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K5. Explain how to carry out different preparation methods
- K6. Explain how to control portions and minimise waste
- K7. State the approximate yields of prepared poultry
- K8. Describe the main characteristics of the different types of poultry dishes
- K9. State the nutritional value of poultry
- K10. Explain how to store prepare poultry
- K11. State healthy eating options when preparing poultry for complex dishes

Unit 335 Prepare poultry for complex dishes (3FP4)

Evidence requirements

Unit 3FP4	Prepare poultry for complex dishes
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 & 5 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least three from poultry <ul style="list-style-type: none"> a) duck b) guinea fowl c) goose d) chicken e) turkey a) at least seven from prepare by <ul style="list-style-type: none"> a) checking and preparing the cavity b) boning c) seasoning d) marinating e) trimming f) cutting g) ballotine h) blending i) sieving j) stuffing/filling k) tying/trussing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 336

Prepare game for complex dishes (3FP5)

Level: 3
UAN number: R/601/5499
Credit value: 4
GLH: 28

Unit aim

This unit is about preparing game for complex dishes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare game for complex dishes
2. Understand how to prepare game for complex dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 336 Prepare game for complex dishes (3FP5)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare game for complex dishes

The learner can:

1. Select the type and quantity of **game** needed for the dish
2. Check the game to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the game to maintain its quality and meet the requirements of the dish
5. Safely store any prepared game not for immediate use

What you must cover:

1. **Game**
 - a) In fur
 - b) In feather
2. **Prepare by**
 - a) Skinning
 - b) Plucking
 - c) Washing
 - d) Seasoning
 - e) Marinating
 - f) Trimming
 - g) Cutting:
 - portion
 - dice
 - h) Stuffing/filling
 - i) Tunnelling (bones)
 - j) Chining
 - k) Ballottine

Outcome 2 Understand how to prepare game for complex dishes

The learner can:

- K1. Explain how to select the correct type and quality and quantity of game to meet dish requirements
- K2. Describe what quality points to look for in fresh game
- K3. Describe what to do if there are any problems with the game or other ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K5. Explain how to carry out different preparation methods
- K6. Explain how to control portions and minimise waste
- K7. State the approximate yields of prepared game
- K8. Describe the main characteristics of the different types of game dishes
- K9. Describe the current trends in relation to preparing complex game dishes
- K10. Explain how to store prepared game
- K11. State healthy eating options when preparing game for complex dishes

Unit 336 Prepare game for complex dishes (3FP5)

Evidence requirements

Unit 3FP5	Prepare game for complex dishes
What you must DO for Outcome 1	The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4 & 5 by directly observing the candidate's work.
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • both from game <ul style="list-style-type: none"> a) in fur b) in feather • at least six from prepare by <ul style="list-style-type: none"> a) skinning b) plucking c) checking for and removing shot d) washing e) seasoning f) marinating g) trimming h) cutting <ul style="list-style-type: none"> • portion • dice i) stuffing/filling j) tunnelling (bones) k) chining l) ballotine <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 337

Cook and finish complex fish dishes (3FC1)

Level: 3
UAN number: H/601/5507
Credit value: 4
GLH: 38

Unit aim

This unit is about cooking and finishing complex fish dishes. This unit is for staff who have complex cooking and finishing skills and are capable of working with no supervision.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook complex fish dishes
2. Understand how to cook complex fish dishes
3. Be able to finish complex fish dishes
4. Know how to finish complex fish dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 337 Cook and finish complex fish dishes (3FC1)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex fish dishes

The learner can:

1. Select type and quantity of **fish** needed for dish
2. Check the fish meets quality standards
3. Choose and use tools and equipment correctly
4. Combine fish with other ingredients
5. **Cook** fish to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex fish dishes

The learner can:

- K1. Explain how to select the correct type, quality and quantity of fish to meet dish requirements
- K2. State what quality points you should look for in fish
- K3. Describe what to do if there are any problems with the fish or other ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
- K5. Explain how to combine fish with other ingredients to create a complex and balanced dish
- K6. Explain how to carry out different cooking methods according to dish requirements
- K7. State the correct temperature for cooking fish
- K8. Describe the current trends and methodologies in relation to cooking complex fish dishes
- K9. State healthy eating options when cooking and finishing complex fish dishes

Unit 337 Cook and finish complex fish dishes (3FC1)

Learning outcomes and assessment criteria

Outcome 3 Be able to finish complex fish dishes

The learner can:

7. Garnish and present the dish to meet requirements
8. Make sure the dish is at the correct temperature for holding and serving
9. Safely store a cooked fish not for immediate use

Outcome 4 Know how to finish complex fish dishes

The learner can:

- K10. Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex fish dishes
- K11. Explain how to minimise and correct common faults in complex fish dishes
- K12. Explain how to adjust the flavour, consistency and colour of complex fish dishes
- K13. Describe the current trends and methodologies in relation to finishing complex fish dishes
- K14. State the correct temperature for holding and serving complex fish dishes
- K15. Describe how to store complex fish dishes

What you must cover (Outcomes 1 & 3):

1. **Fish**
 - a) White fish – round
 - b) White fish – flat
 - c) Oily
2. **Cooking by**
 - a) Frying
 - deep
 - shallow
 - b) Grilling
 - c) En papillote
 - d) Baking
3. **Finishing by**
 - a) Coating with a sauce
 - b) Dressing
 - c) Garnishing
- e) Steaming
- f) Poaching
 - deep
 - shallow
- g) Combining cooking methods

Unit 337 Cook and finish complex fish dishes (3FC1)

Evidence requirements

Unit 3FC1	Cook and finish complex fish dishes
What you must DO for Outcomes 1 & 3	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6 & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1 & 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least two from fish <ul style="list-style-type: none"> a) white fish – round b) white fish – flat c) oily • at least five from cooking by <ul style="list-style-type: none"> a) frying <ul style="list-style-type: none"> • deep • shallow b) grilling c) en papillote d) baking e) steaming f) poaching <ul style="list-style-type: none"> • deep • shallow g) combining cooking methods • at least two from finishing by <ul style="list-style-type: none"> a) coating with a sauce b) dressing c) garnishing <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 338

Cook and finish complex shellfish dishes (3FC2)

Level:	3
UAN number:	K/601/5556
Credit value:	4
GLH:	31

Unit aim

This unit is about cooking and finishing complex shellfish dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook complex shellfish dishes
2. Understand how to cook complex shellfish dishes
3. Be able to finish complex shellfish dishes
4. Understand how to finish complex shellfish dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 338 Cook and finish complex shellfish dishes (3FC2)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex shellfish dishes

The learner can:

1. Select type and quantity of **shellfish** needed for dish
2. Check the shellfish meets quality standards
3. Choose and use tools and equipment correctly
4. Combine shellfish with other ingredients
5. **Cook** shellfish to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex shellfish dishes

The learner can:

- K1. Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements
- K2. State what quality points to look for in shellfish
- K3. Describe what to do if there are any problems with the shellfish or other ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
- K5. Explain how to combine shellfish with other ingredients to create a complex and balanced dish
- K6. Explain how to carry out different cooking methods according to dish requirements
- K7. State the correct temperature for cooking shellfish
- K8. State healthy eating options when cooking and finishing complex shellfish dishes

Unit 338 Cook and finish complex shellfish dishes (3FC2)

Learning outcomes and assessment criteria

Outcome 3 Be able to finish complex shellfish dishes

The learner can:

7. Garnish and present dish to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store cooked shellfish not for immediate use

Outcome 4 Understand how to finish complex shellfish dishes

The learner can:

- K9. Explain how to adjust the flavour, consistency and colour of complex shellfish dishes
- K10. Explain how to minimise and correct common faults in complex shellfish dishes
- K11. Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex shellfish dishes
- K12. State the correct temperature for holding and serving complex shellfish dishes
- K13. Describe how to store complex shellfish dishes

What you must cover (Outcomes 1 & 3):

1. Shellfish

- a) Oysters
- b) Prawns/shrimps
- c) Langoustines
- d) Lobster/crawfish
- e) Crayfish
- f) Scampi/Dublin Bay prawns
- g) Mussels
- h) Scallops
- i) Crabs
- j) Cockles (fresh)/clams

2. Cooking by

- a) Boiling
- b) Steaming
- c) Sautéing
- d) Grilling
- e) Baking
- f) Frying
 - deep
 - shallow
- g) Stewing
- h) En papillote
- i) Combining cooking methods

Unit 338 Cook and finish complex shellfish dishes (3FC2)

Evidence requirements

Unit 3FC2	Cook and finish complex shellfish dishes
What you must DO for Outcomes 1 & 3	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6 & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1 & 3	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least five from shellfish <ul style="list-style-type: none"> a) oysters b) prawns/shrimps c) langoustines d) lobster/crawfish e) crayfish f) scamp/Dublin Bay prawns g) mussels h) scallops i) crabs j) cockles (fresh)/clams • at least five from cooking by <ul style="list-style-type: none"> a) boiling b) steaming c) sautéing d) grilling e) baking f) frying <ul style="list-style-type: none"> • deep • shallow g) stewing h) en papillote i) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 339

Cook and finish complex meat dishes (3FC3)

Level: 3
UAN number: M/601/5557
Credit value: 4
GLH: 31

Unit aim

This unit is about cooking and finishing complex meat dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook complex meat dishes
2. Understand how to cook complex meat dishes
3. Be able to finish complex meat dishes
4. Understand how to finish complex meat dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 339 Cook and finish complex meat dishes (3FC3)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex meat dishes

The learner can:

1. Select type, cut and quantity of **meat** and other ingredients needed for dish
2. Check the meat meets quality standards
3. Choose and use tools and equipment correctly
4. Combine meat with other ingredients
5. **Cook** meat to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex meat dishes

The learner can:

- K1. Explain how to select the correct type, quality and quantity of meat to meet dish requirements
- K2. State what quality points to look for in red meat
- K3. State what quality points you should look for in white meat
- K4. Describe what to do if there are any problems with the meat or other ingredients
- K5. Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
- K6. Explain how to combine meat with other ingredients to create a complex and balanced dish
- K7. Explain how to carry out different cooking methods according to dish requirements
- K8. State the correct temperature for cooking red and white meat
- K9. Explain how to check that the meat is cooked correctly
- K10. State healthy eating options when cooking and finishing meat dishes

Outcome 3 Be able to finish complex meat dishes

The learner can:

7. Garnish and present dish to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store cooked meat not for immediate use

Unit 339 Cook and finish complex meat dishes (3FC3)

Learning outcomes and assessment criteria

Outcome 4 Understand how to finish complex meat dishes

The learner can:

- K11. Explain how to adjust the flavour, consistency and colour of complex meat dishes
- K12. Explain how to minimise and correct common faults in complex dishes
- K13. Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex meat dishes
- K14. State the correct temperature for holding and serving complex meat dishes
- K15. Describe how to store complex meat dishes

What you must cover (Outcomes 1 & 3):

- 1. **Meat**
 - a) Red
 - b) White
- 2. **Cooking by**
 - a) Grilling (over fire and under fire)
 - b) Frying
 - deep
 - shallow
 - stir
 - c) Boiling
 - d) Braising
 - e) Steaming
 - f) Stewing
 - g) Roasting
 - h) Pot roasting
 - i) Sous vide
 - j) Combining cooking methods

Unit 339 Cook and finish complex meat dishes (3FC3)

Evidence requirements

Unit 3FC3	Cook and finish complex meat dishes
What you must DO for Outcomes 1 & 3	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6 & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1 & 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none">• both from meat<ul style="list-style-type: none">a) redb) white• at least four from cooking by<ul style="list-style-type: none">a) grilling (over fire and under fire)b) frying<ul style="list-style-type: none">• deep• shallow• stirc) boilingd) braisinge) steamingf) stewingg) roastingh) pot roastingi) sous videj) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Level: 3
UAN number: M/601/5560
Credit value: 4
GLH: 31

Unit aim

This unit is about cooking and finishing complex poultry dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook complex poultry dishes
2. Understand how to cook complex poultry dishes
3. Be able to finish complex poultry dishes
4. Understand how to finish complex poultry dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 340 Cook and finish complex poultry dishes (3FC4)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex poultry dishes

The learner can:

1. Select type and quantity of **poultry** needed for the dish
2. Check the poultry meets quality standards
3. Choose and use tools and equipment correctly
4. Combine poultry with other ingredients
5. **Cook** poultry to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex poultry dishes

The learner can:

- K1. Explain how to select the correct type, quality and quantity of poultry to meet dish requirements
- K2. State what quality points to look for in poultry
- K3. Describe what to do if there are any problems with the poultry or other ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
- K5. Explain how to combine poultry with other ingredients to create a complex and balanced dish
- K6. Explain how to carry out different cooking methods appropriate to each type of poultry
- K7. State the correct temperature for cooking poultry
- K8. Explain how to check that the poultry is cooked to the correct extent
- K9. State healthy eating options when cooking and finishing complex poultry dishes

Outcome 3 Be able to finish complex poultry dishes

The learner can:

7. Finish and present dish to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store any cooked poultry not for immediate use

Unit 340 Cook and finish complex poultry dishes (3FC4)

Learning outcomes and assessment criteria

Outcome 4 Understand how to finish complex poultry dishes

The learner can:

- K10. Explain how to adjust the flavour, consistency and colour of complex poultry dishes
- K11. Explain how to minimise and correct common faults in complex poultry dishes
- K12. Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex poultry dishes
- K13. State the correct temperature for holding and serving complex poultry dishes
- K14. Describe how to store complex poultry dishes

What you must cover (Outcomes 1 & 3):

- 1. **Poultry**
 - a) Duck
 - b) Guinea fowl
 - c) Goose
 - d) Chicken
 - e) Turkey
- 2. **Cooking by**
 - a) Grilling/griddling
 - b) Sautéing
 - c) Roasting
 - d) Combination
 - e) Poaching
 - f) Pot roasting
 - g) Frying
 - stir
 - deep
 - shallow

Unit 340 Cook and finish complex poultry dishes (3FC4)

Evidence requirements

Unit 3FC4	Cook and finish complex poultry dishes
What you must DO for Outcomes 1 & 3	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6 & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1 & 3	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least three from poultry <ul style="list-style-type: none"> a) duck b) guinea fowl c) goose d) chicken e) turkey • at least five from cooking by <ul style="list-style-type: none"> a) grilling/griddling b) sautéing c) roasting d) combination e) poaching f) pot roasting g) frying <ul style="list-style-type: none"> • stir • deep • shallow <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 341

Cook and finish complex game dishes (3FC5)

Level: 3
UAN number: A/601/5562
Credit value: 4
GLH: 36

Unit aim

This unit is about cooking and finishing complex game dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook complex game dishes
2. Understand how to cook complex game dishes
3. Be able to finish complex game dishes
4. Understand how to finish complex game dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 341 Cook and finish complex game dishes (3FC5)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex game dishes

The learner can:

1. Select type and quantity of **game** needed for the dish
2. Check the game meets quality standards
3. Choose and use tools and equipment correctly
4. Combine game with other ingredients
5. **Cook** game to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex game dishes

The learner can:

- K1. Explain how to select the correct type, quality and quantity of game to meet dish requirements
- K2. State what quality points you should look for in game
- K3. Describe what to do if there are any problems with the game or other ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
- K5. Explain how to combine game with other ingredients to create a complex and balanced dish
- K6. Explain how to carry out different cooking methods appropriate to each type of game
- K7. State the correct temperature for cooking game
- K8. Describe current trends in relation to game dishes
- K9. Describe which cooking methods are appropriate to each type of game
- K10. State the appropriate degree of cooking required for each type of complex game dishes
- K11. State healthy eating options when cooking and finishing complex game dishes

Outcome 3 Be able to finish complex game dishes

The learner can:

7. Garnish and present dish to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store any cooked game not for immediate use

Unit 341 Cook and finish complex game dishes (3FC5)

Learning outcomes and assessment criteria

Outcome 4 Understand how to finish complex game dishes

The learner can:

K12. Explain how to adjust the flavour, consistency and colour of complex game dishes

K13. Explain how to minimise and correct common faults in complex game dishes

K14. Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex game dishes

K15. State the correct temperature for holding and serving complex game dishes

K16. Describe how to store complex game dishes

What you must cover (Outcomes 1 & 3):

1. **Game**
 - a) Furred
 - b) Feathered
 - b) Roasting
 - c) Pot roasting
2. **Cooking by**
 - a) Sautéing
 - d) Braising
 - e) Stewing
 - f) Combining cooking methods

Evidence requirements

Unit 3FC5	Cook and finish complex game dishes
What you must DO for Outcomes 1 & 3	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5 6 & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1 & 3	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least two from game <ul style="list-style-type: none"> a) furred b) feathered • at least three from cooking by <ul style="list-style-type: none"> a) sautéing b) roasting c) pot roasting d) braising e) stewing f) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 342

Cook and finish complex vegetable dishes (3FC6)

Level: 3
UAN number: M/601/5591
Credit value: 4
GLH: 30

Unit aim

This unit is about cooking and finishing complex vegetable dishes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cook complex vegetable dishes
2. Understand how to cook complex vegetable dishes
3. Be able to finish complex vegetable dishes
4. Understand how to finish complex vegetable dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 342 Cook and finish complex vegetable dishes (3FC6)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex vegetable dishes

The learner can:

1. Select type and quantity of **vegetables** needed for dish
2. Check the vegetables meet quality standards
3. Choose and use tools and equipment correctly
4. Combine vegetables with other ingredients
5. **Cook** vegetables and **other ingredients** to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex vegetable dishes

The learner can:

- K1. Explain how to select the correct type, quality and quantity of vegetables to meet dish requirements
- K2. Describe what quality points to look for in vegetables
- K3. Describe what to do if there are any problems with the vegetables or other ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
- K5. Explain how to combine vegetables with other ingredients to create a complex and balanced dish
- K6. Explain how to carry out different cooking methods according to dish requirements
- K7. State the correct temperature for cooking vegetables
- K8. Describe what cooking methods are appropriate to each type of complex vegetable dish
- K9. Describe how to maximise and retain nutritional content of complex vegetable dishes during cooking
- K10. Describe how to minimise and correct common faults in complex vegetable dishes
- K11. State healthy eating options when cooking and finishing complex vegetable dishes

Unit 342 Cook and finish complex vegetable dishes (3FC6)

Learning outcomes and assessment criteria

Outcome 3 Be able to finish complex vegetable dishes

The learner can:

7. Finish the dish to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store any cooked items not for immediate use

Outcome 4 Understand how to finish complex vegetable dishes

The learner can:

- K12. Explain how to carry out different finishing methods
- K13. Explain how to adjust the flavour, consistency and colour of complex vegetables dishes
- K14. State the correct temperature for holding and serving complex vegetables dishes
- K15. Describe how to store complex vegetables dishes

What you must cover (Outcomes 1 & 3):

1. **Vegetables**
 - a) Roots
 - b) Bulbs
 - c) Flower heads
 - d) Fungi
 - e) Seeds and pods
 - f) Tubers
 - g) Leaves
 - h) Stems
 - i) Vegetable fruits
2. **Cooking by**
 - a) Blanching
 - b) Boiling
 - c) Roasting
 - d) Baking
- e) Grilling
- f) Braising
- g) Frying
 - deep
 - shallow
 - stir
3. **Other ingredients**
 - a) Nuts
 - b) Meat substitutes
 - c) Pulses
 - d) Pastry
 - e) Rice
 - f) Pasta

Unit 342 Cook and finish complex vegetable dishes (3FC6)

Evidence requirements

Unit 3FC6	Cook and finish complex vegetable dishes
What you must DO for Outcomes 1 & 3	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6 & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1 & 3	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least eight from vegetables <ul style="list-style-type: none"> a) roots b) bulbs c) flower heads d) fungi e) seeds and pods f) tubers g) leaves h) stems i) vegetable fruits • at least seven from cooking by <ul style="list-style-type: none"> a) blanching b) boiling c) roasting d) baking e) grilling f) braising g) frying <ul style="list-style-type: none"> • deep • shallow • stir • at least four from other ingredients <ul style="list-style-type: none"> a) nuts b) meat substitutes c) pulses d) pastry e) rice f) pasta <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 343

Prepare, cook and finish complex hot sauces (3FPC1)

Level: 3
UAN number: A/601/5657
Credit value: 4
GLH: 25

Unit aim

This unit is about preparing, cooking and finishing complex sauces.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare complex hot sauces
2. Understand how to prepare complex hot sauces
3. Be able to cook complex hot sauces
4. Understand how to cook complex hot sauces
5. Be able to finish complex hot sauces
6. Understand how to finish complex hot sauces

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 343 Prepare, cook and finish complex hot sauces (3FPC1)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex hot sauces

The learner can:

1. Select the type and quantity of ingredients needed for the **sauce**
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the sauce to meet requirements

Outcome 2 Understand how to prepare complex hot sauces

The learner can:

- K1. Explain how to select correct type, quality and quantity of ingredients to meet sauce requirements
- K2. Describe what quality points to look for in sauce ingredients
- K3. Explain what to do if there is a problem with the ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods

Outcome 3 Be able to cook complex hot sauces

The learner can:

5. Combine the ingredients according to dish requirements
6. **Cook** the sauce to meet requirements
7. Make sure the sauce has the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook complex hot sauces

The learner can:

- K5. Describe how to carry out different cooking methods according to sauce requirements
- K6. State the correct temperature for cooking sauces
- K7. Explain how to identify when sauces have the correct colour, flavour, consistency and quantity
- K8. State healthy eating options when preparing, cooking and finishing complex hot sauces

Unit 343 Prepare, cook and finish complex hot sauces (3FPC1)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish complex hot sauces

The learner can:

8. Present the sauce to meet requirements
9. Make sure the dish is at correct temperature for holding and serving
10. Safely store any cooked sauce not for immediate use

Outcome 6 Understand how to finish complex hot sauces

The learner can:

- K9. Describe how to finish and present complex sauces
- K10. Explain how to minimise and correct common faults in complex sauces, stocks, gravies and glazes
- K11. Describe how to adjust the taste and flavour of complex sauces, stocks, gravies and glazes
- K12. Describe how to balance the flavour, texture, colour, consistency and quality of the final dish with sauce
- K13. State the appropriate accompaniments and garnishes for different complex sauces
- K14. Describe the quality points relating to complex sauces
- K15. State the correct temperature for holding and serving sauces
- K16. Describe how to store cooked sauces

What you must cover (Outcomes 1/3/5):

1. **Preparation and cooking methods**
 - a) Weighing/measuring
 - b) Chopping
 - c) Simmering
 - d) Reducing
 - e) Boiling
 - f) Make roux
 - g) Passing/straining/blending
 - h) Skimming
 - i) Whisking
2. **Sauces**
 - a) Compound butter sauce
 - b) Derivatives of white and brown sauce
 - c) Emulsified sauces
 - d) Cream thickened sauce

Unit 343

Prepare, cook and finish complex hot sauces (3FPC1)

Evidence requirements

Unit 3FPC1	Prepare, cook and finish complex hot sauces
What you must DO for Outcomes 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, 7, 8 by directly observing the candidate's work.</p> <p>For assessment criteria 9, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • all from preparation and cooking methods <ul style="list-style-type: none"> a) weighing/measuring b) chopping c) simmering d) reducing e) boiling f) make roux g) passing/straining/blending h) skimming i) whisking <p>Candidates must demonstrate through performance that they can make the following sauces:</p> <ul style="list-style-type: none"> a) compound butter sauce b) derivatives of white and brown sauce c) emulsified sauces d) cream thickened sauce

Unit 344

Prepare, cook and finish complex soups (3FPC2)

Level:	3
UAN number:	F/601/5661
Credit value:	4
GLH:	29

Unit aim

This unit is about preparing, cooking and finishing complex soups.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare complex soups
2. Understand how to prepare complex soups
3. Be able to cook complex soups
4. Understand how to cook complex soups
5. Be able to finish complex soups
6. Understand how to finish complex soups

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 344 Prepare, cook and finish complex soups (3FPC2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex soups

The learner can:

1. Select the type and quantity of ingredients needed for the **soup**
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Combine the ingredients ready for cooking
5. **Prepare** the soup to meet requirements

Outcome 2 Understand how to prepare complex soups

The learner can:

- K1. Explain how to select correct type, quality and quantity of ingredients to meet dish requirements
- K2. Describe quality points to look for in soup ingredients
- K3. Describe what to do if there is a problem with the ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K5. Explain how to carry out different preparation methods according to dish requirements

Outcome 3 Be able to cook complex soups

The learner can:

6. **Cook** the soup to meet requirements
7. Make sure the soup has the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook complex soups

The learner can:

- K6. Describe how to carry out different cooking methods
- K7. State the correct temperature for cooking soups
- K8. Explain how to identify when soups have the correct colour, flavour, consistency and quantity
- K9. Describe how to cook different complex soups
- K10. State healthy eating options when preparing, cooking and finishing complex soups

Unit 344 Prepare, cook and finish complex soups (3FPC2)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish complex soups

The learner can:

8. **Finish** and present the soup to meet requirements
9. Make sure the dish is at correct temperature for holding and serving
10. Safely store any cooked soup not for immediate use

Outcome 6 Understand how to finish complex soups

The learner can:

- K11. Describe how to follow different finishing methods
- K12. Explain how to minimise and correct common faults in complex soups
- K13. Describe how to adjust the taste and flavour of complex soups
- K14. State the correct temperature for holding and serving complex soups
- K15. Describe how to store soups
- K16. Explain how to finish different complex soups

What you must cover (Outcomes 1/3/5):

1. **Preparation, cooking and finishing methods**
 - a) Weighing/measuring
 - b) Chopping
 - c) Simmering
 - d) Clarifying
 - e) Boiling
 - f) Whisking
 - g) Passing/straining
 - h) Skimming
 - i) Liaison with garnish
2. **Soups**
 - a) Consommé
 - b) Bisque
 - c) Cold soup
 - d) Velouté

Unit 344 Prepare, cook and finish complex soups (3FPC2)

Evidence requirements

Unit 3FPC2	Prepare, cook and finish complex soups
What you must DO for Outcomes 1, 3, 5	<p>The assessor <u>must</u> assess statement/assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8 by directly observing the candidate's work.</p> <p>For assessment criteria 9, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least nine from preparation, cooking and finishing methods <ul style="list-style-type: none"> a) weighing/measuring b) chopping c) simmering d) clarifying e) boiling f) whisking g) passing/straining h) skimming i) liaison with garnish • j) chilling <p>Candidates must demonstrate through performance that they can make the following soups:</p> <ul style="list-style-type: none"> a) consommé b) bisque c) cold soup d) velouté <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 345

Prepare, cook and finish fresh pasta dishes (3FPC3)

Level: 3
UAN number: R/601/5664
Credit value: 4
GLH: 29

Unit aim

This unit is about preparing, cooking and finishing fresh pasta dishes.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare fresh pasta dishes
2. Understand how to prepare fresh pasta dishes
3. Be able to cook fresh pasta dishes
4. Understand how to cook fresh pasta dishes
5. Be able to finish fresh pasta dishes
6. Understand how to finish fresh pasta dishes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 345 Prepare, cook and finish fresh pasta dishes (3FPC3)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare fresh pasta dishes

The learner can:

1. Select the type and quantity of **pasta** needed for the dish
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the fresh pasta and other ingredients to meet dish requirements

Outcome 2 Understand how to prepare fresh pasta dishes

The learner can:

- K1. Explain how to select correct type, quality and quantity of pasta to meet dish requirements
- K2. Describe what quality points to look for in pasta and other ingredients
- K3. Describe what to do if there is a problem with the pasta and other ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K5. Explain how to carry out different preparation methods according to dish requirements

Outcome 3 Be able to cook fresh pasta dishes

The learner can:

5. **Cook** the pasta and other ingredients to meet dish requirements
6. Make sure the dish has the correct flavour, colour, consistency and quantity
7. State healthy eating options when preparing, cooking and finishing complex pasta dishes

Unit 345 Prepare, cook and finish fresh pasta dishes (3FPC3)

Learning outcomes and assessment criteria

Outcome 4 Understand how to cook fresh pasta dishes

The learner can:

- K6. Describe how to carry out different cooking methods
- K7. Explain how to identify when freshly made pasta has the correct qualities
- K8. State the correct temperature for cooking complex pasta dishes
- K9. Explain how to identify when fresh pasta has the correct qualities

Outcome 5 Be able to finish fresh pasta dishes

The learner can:

- 8. Present the dish to meet requirements
- 9. Make sure the dish is at correct temperature for holding and serving
- 10. Safely store any cooked pasta not for immediate use

Outcome 6 Understand how to finish fresh pasta dishes

The learner can:

- K10. Describe how to follow different finishing methods
- K11. Explain how to minimise and correct common faults with fresh pasta dishes
- K12. Explain how to identify when fresh pasta dishes have the correct the flavour, texture and quantity
- K13. State the correct temperature for holding and serving complex pasta dishes
- K14. Describe how to store complex pasta dishes

What you must cover (Outcomes 1/3/5):

1. **Pasta**
 - a) Filled pasta
 - b) Unfilled pasta

2. **Preparation and cooking methods**
 - a) Weighing/measuring
 - b) Sieving
 - c) Pulling/kneading
 - d) Resting
 - e) Rolling
 - f) Portioning
 - g) Boiling
 - h) Baking
 - i) Combining cooking methods

Unit 345 Prepare, cook and finish fresh pasta dishes (3FPC3)

Evidence requirements

Unit 3FPC3	Prepare, cook and finish fresh pasta dishes
What you must DO for Outcomes 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8 by directly observing the candidate's work.</p> <p>For assessment criteria 9, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • both from pasta <ul style="list-style-type: none"> a) filled pasta b) unfilled pasta • all from preparation and cooking methods <ul style="list-style-type: none"> a) weighing/measuring b) sieving c) pulling/kneading d) resting e) rolling f) portioning g) boiling h) baking i) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 346

Prepare, cook and finish complex bread and dough products (3FPC4)

Level: 3
UAN number: D/601/5666
Credit value: 4
GLH: 27

Unit aim

This unit is about preparing, cooking and finishing complex bread and dough products.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to prepare bread and dough products
2. Understand how to prepare bread and dough products
3. Be able to cook bread and dough products
4. Understand how to finish bread and dough products
5. Be able to finish bread and dough products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 346 Prepare, cook and finish complex bread and dough products (3FPC4)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare bread and dough products

The learner can:

1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the ingredients to meet dish requirements

Outcome 2 Understand how to prepare bread and dough products

The learner can:

- K1. Explain how to select correct type, quality and quantity of ingredients to meet product requirements
- K2. Describe what to do if there is a problem with the ingredients
- K3. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K4. Describe how to carry out different preparation methods according to product requirements
- K5. Describe the quality points relating to prepared fermented dough products
- K6. Explain how to control portion and minimise waste
- K7. State the effects of different temperatures and humidity on the ingredients used
- K8. Explain the processing methods appropriate to each type of fermented dough products

Outcome 3 Be able to cook bread and dough products

The learner can:

5. **Cook** the ingredients to meet requirements
6. Identify how to carry out different cooking methods according to product requirements

Unit 346 Prepare, cook and finish complex bread and dough products (3FPC4)

Learning outcomes and assessment criteria

Outcome 4 Understand how to finish bread and dough products

The learner can

- K9. Describe the ideal storage and holding conditions for processed dough products
- K10. Explain what precautions should be taken when storing dough products
- K11. Explain how to minimise and correct common faults in complex bread and dough products
- K12. Describe the quality points relating to finished dough products

Outcome 5 Be able to finish bread and dough products

The learner can:

- 7. Make sure the **bread and dough** product has the correct colour, texture and finish
- 8. Present the bread and dough product to meet requirements
- 9. Make sure the bread and dough product is at correct temperature for holding and serving
- 10. Safely store any cooked bread and dough product not for immediate use

What you must cover (Outcomes 1/3/5):

- | | |
|---|------------------|
| 1. Bread and dough | d) Proving |
| a) Enriched dough | e) Knocking back |
| b) Laminated dough | f) Shaping |
| c) Bread dough | g) Laminating |
| 2. Preparation and cooking methods | h) Folding |
| a) Weighing/measuring | i) Baking |
| b) Sieving | j) Frying |
| c) Mixing/kneading | |

Unit 346

Prepare, cook and finish complex bread and dough products (3FPC4)

Evidence requirements

Unit 3FPC4	Prepare, cook and finish complex bread and dough products
What you must DO for Outcomes 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8 by directly observing the candidate's work.</p> <p>For assessment criteria 9 where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none">• all from bread and dough<ul style="list-style-type: none">a) enriched doughb) laminated doughc) bread dough• at least nine from preparation and cooking methods<ul style="list-style-type: none">a) weighing/measuringb) sievingc) mixing/kneadingd) provinge) knocking backf) shapingg) laminatingh) foldingi) bakingj) frying <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 347

Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)

Level: 3
UAN number: H/601/5670
Credit value: 5
GLH: 35

Unit aim

This unit is about preparing, cooking and finishing complex cakes, sponges, biscuits and scones.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare complex cakes, sponges, biscuits and scones
2. Understand how to prepare complex cakes, sponges, biscuits and scones
3. Be able to cook complex cakes, sponges, biscuits and scones
4. Understand how to cook complex cakes, sponges, biscuits and scones
5. Be able to finish complex cakes, sponges, biscuits and scones
6. Understand how to finish complex cakes, sponges, biscuits and scones

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 347 Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex cakes, sponges, biscuits and scones

The learner can:

1. Select the type and quantity of ingredients needed for the dish
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the product to meet requirements

Outcome 2 Understand how to prepare complex cakes, sponges, biscuits and scones

The learner can:

- K1. Explain how to select correct type, quality and quantity of ingredients to meet dish requirements
- K2. Describe what quality points to look for in the ingredients
- K3. Describe what to do if there is a problem with the ingredients
- K4. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K5. Explain the effects various preparation and aeration methods on different complex cake, sponge, biscuit and scone products
- K6. Explain how the choice of flour and fat preparations relate to the end product
- K7. Explain what preparation methods are appropriate to each type of complex cake, sponge, biscuit and scone products
- K8. Describe how to carry out the necessary preparation methods according to product requirements

Outcome 3 Be able to cook complex cakes, sponges, biscuits and scones

The learner can:

5. **Cook** the product to meet requirements
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook complex cakes, sponges, biscuits and scones

The learner can:

- K9. Describe how to carry out the necessary cooking methods according to product requirements
- K10. State the correct temperature for cooking each type of complex cake, sponge biscuit and scone product

Unit 347 Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)

Learning outcomes and assessment criteria

- K11. Explain how to identify when cake, sponge biscuit and scone product have the correct colour, flavour, texture and quantity
- K12. State healthy eating options when preparing, cooking complex cake, sponge biscuit and scone products

Outcome 5 Be able to finish complex cakes, sponges, biscuits and scones

The learner can:

- 7. **Finish** the product to meet requirements
- 8. Present the product to meet requirements
- 9. Make sure the product is at correct temperature for holding and serving
- 10. Safely store any cooked product not for immediate use

Outcome 6 Understand how to finish complex cakes, sponges, biscuits, and scones

The learner can:

- K13. Explain how to minimise and correct common faults with complex cake, sponge biscuit and scone products
- K14. Explain how to control portions and minimise waste

What you must cover (Outcomes 1/3/5):

- 1. **Preparation, cooking and finishing methods**
 - a) Weighing/measuring
 - b) Creaming/beating
 - c) Whisking
 - d) Folding
 - e) Rubbing in
 - f) Greasing
 - g) Glazing
 - h) Portioning
 - i) Piping
 - j) Shaping
 - k) Filling
 - l) Rolling
 - m) Lining
 - n) Trimming/icing
 - o) Spreading/smoothing
 - p) Kneading
 - q) Proving
 - r) Dusting/dredging/sprinkling
 - s) Mixing
 - t) Stacking
 - u) Coating
 - v) Slicing
 - w) Baking

Unit 347

Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)

Evidence requirements

Unit 3FPC5	Prepare, cook and finish complex cakes, sponges, biscuits and scones
What you must DO for Outcomes 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8 by directly observing the candidate's work.</p> <p>For assessment criteria 9, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least fifteen from preparation, cooking and finishing methods <ul style="list-style-type: none"> a) weighing/measuring b) creaming/beating c) whisking d) folding e) rubbing in f) greasing g) glazing h) portioning i) pipng j) shaping k) filling l) rolling m) lining n) trimming/icing o) spreading/smoothing p) kneading q) proving r) dusting/dredging/sprinkling s) mixing t) stacking u) coating v) slicing w) baking <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 348

Prepare, cook and finish complex pastry products (3FPC6)

Level: 3
UAN number: M/601/5672
Credit value: 3
GLH: 29

Unit aim

This unit is about preparing, cooking and finishing complex pastry products.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare complex pastry products
2. Understand how to prepare complex pastry products
3. Be able to cook complex pastry products
4. Understand how to cook complex pastry products
5. Be able to finish complex pastry products
6. Understand how to finish complex pastry products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 348 Prepare, cook and finish complex pastry products (3FPC6)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex pastry products

The learner can:

1. Select the type and quantity of ingredients needed for the dish
2. Accurately weigh ingredients required
3. Check the ingredients to make sure they meet quality standards
4. Choose and use tools and equipment correctly
5. **Prepare** the ingredients to meet dish requirements

Outcome 2 Understand how to prepare complex pastry products

The learner can:

- K1. State how to store raw ingredients before preparation and cooking
- K2. Describe how to select the correct type, quality and quantity of ingredients to meet product requirements
- K3. Describe what to do if there is a problem with the ingredients
- K4. State the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K5. Explain how to carry out different preparation methods according to recipe requirements

Outcome 3 Be able to cook complex pastry products

The learner can:

6. **Cook** ingredients to meet dish requirements
7. Make sure the **pastry product** has the correct flavour, colour, consistency and quantity

Unit 348 Prepare, cook and finish complex pastry products (3FPC6)

Learning outcomes and assessment criteria

Outcome 4 Understand how to cook complex pastry products

The learner can:

- K6. Describe how to carry out different cooking methods according to recipe requirements
- K7. State the correct temperature for cooking each type of complex pastry product
- K8. Describe how to identify when pastry products have the correct colour, flavour, consistency and finish
- K9. Explain how the use of different ingredients can affect the flavour of pastry
- K10. State healthy eating options when preparing, cooking and finishing complex pastry products

Outcome 5 Be able to finish complex pastry products

The learner can:

- 8. Present the pastry product to meet requirements
- 9. Make sure the pastry product is at correct temperature for holding and serving
- 10. Safely store any cooked pastry product not for immediate use

Outcome 6 Understand how to finish complex pastry products

The learner can:

- K11. Describe how to minimise and correct common faults with complex pastry products
- K12. Explain how to store complex pastry products

What you must cover (Outcome1/3/5):

- 1. **Pastry product**
 - a) Short
 - b) Sweet
 - c) Suet
 - d) Choux
 - e) Puff/flaky
 - f) Sable
 - g) Convenience
 - h) Hot water paste
 - d) Creaming
 - e) Kneading
 - f) Resting
 - g) Aerating
 - h) Conditioning/chilling
 - i) Piping
 - j) Laminating
 - k) Rolling
 - l) Folding
- 2. **Preparation and cooking methods**
 - a) Weighing/measuring
 - b) Sifting
 - c) Rubbing in
 - m) Lining/moulding
 - n) Trimming
 - o) Baking
 - p) Combining cooking methods

Unit 348 Prepare, cook and finish complex pastry products (3FPC6)

Evidence requirements

Unit 3FPC6	Prepare, cook and finish complex pastry products
What you must DO for Outcomes 1,3,5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, 7, 8 & 9 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1,3,5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least six from pastry product <ul style="list-style-type: none"> a) short b) sweet c) suet d) choux e) puff/flaky f) sable g) convenience h) hot water paste • at least twelve from preparation and cooking methods <ul style="list-style-type: none"> a) weighing/measuring b) sifting c) rubbing in d) creaming e) kneading f) resting g) aerating h) conditioning/chilling i) piping j) laminating k) rolling l) folding m) lining/moulding n) trimming o) baking p) combining cooking methods <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 349

Prepare, process and finish complex chocolate products (3FPC7)

Level:	3
UAN number:	T/601/5673
Credit value:	5
GLH:	42

Unit aim

This unit is about preparing, processing and finishing complex chocolate products.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare complex chocolate products
2. Understand how to prepare complex chocolate products
3. Be able to process complex chocolate products
4. Understand how to process complex chocolate products
5. Be able to finish complex chocolate products
6. Understand how to finish complex chocolate products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 349 Prepare, process and finish complex chocolate products (3FPC7)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex chocolate products

The learner can:

1. Select the type and quantity of ingredients needed for product
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the ingredients to meet dish requirements

Outcome 2 Understand how to prepare complex chocolate products

The learner can:

- K1. Explain how to select the correct type, quality and quantity of ingredients to meet product requirements
- K2. Describe what to do if there is a problem with the ingredients
- K3. State the correct tools and equipment and the reasons for using them when carrying out different preparation methods

Outcome 3 Be able to process complex chocolate products

The learner can:

5. **Process** ingredients to meet dish requirements
6. Make sure the **chocolate** products have the correct flavour, colour, texture and quantity

Outcome 4 Understand how to process complex chocolate products

The learner can:

- K4. Explain how to carry out different processing methods according to product requirements
- K5. Describe how to identify when chocolate products have the correct colour, flavour, texture and quantity
- K6. State when couverture can be used and how it can be tempered
- K7. Describe what common faults can occur with chocolate products
- K8. State healthy eating options when dealing with complex chocolate products

Outcome 5 Be able to finish complex chocolate products

The learner can:

7. Decorate and present the chocolate product to meet requirements
8. Safely store any processed chocolate product not for immediate use

Unit 349 Prepare, process and finish complex chocolate products (3FPC7)

Learning outcomes and assessment criteria

Outcome 6 Understand how to finish complex chocolate products

The learner can:

K9. Describe how to correct the product to achieve requirements

K10. Describe what items can be used to decorate chocolate products

K11. Describe the current trends in relation to chocolate products

K12. Explain how to store complex chocolate products

What you must cover (Outcomes 1/3/5):

1. **Chocolate**
 - a) Plain chocolate
 - b) White chocolate
 - c) Milk chocolate
 - d) Manipulating
 - e) Blending colour and flavour
 - f) Cutting
 - g) Spreading
 - h) Melting
2. **Preparation and processing methods**
 - a) Rolling
 - b) Mixing
 - c) Drying
 - i) Tempering
 - j) Modelling

Unit 349

Prepare, process and finish complex chocolate products (3FPC7)

Evidence requirements

Unit 3FPC7	Prepare, process and finish complex chocolate products
What you must DO for Outcome 1, 3, 5	The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8 by directly observing the candidate's work.
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none">• all from chocolate<ul style="list-style-type: none">a) plain chocolateb) white chocolatec) milk chocolate• at least eight from preparation and processing methods<ul style="list-style-type: none">a) rollingb) mixingc) dryingd) manipulatinge) blending colour and flavourf) cuttingg) spreadingh) meltingi) temperingj) modelling <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 350

Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)

Level: 3
UAN number: J/601/5676
Credit value: 5
GLH: 42

Unit aim

This unit is about preparing, processing and finishing marzipan, pastillage and sugar products.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare marzipan, pastillage and sugar products
2. Understand how to prepare marzipan, pastillage and sugar products
3. Be able to process marzipan, pastillage and sugar products
4. Understand how to process marzipan, pastillage and sugar products
5. Be able to finish marzipan, pastillage and sugar products
6. Understand how to finish marzipan, pastillage and sugar products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 350 Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare marzipan, pastillage and sugar products

The learner can:

1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the ingredients to meet dish requirements

Outcome 2 Understand how to prepare marzipan, pastillage and sugar products

The learner can:

- K1. Explain how to select the correct type, quality and quantity of ingredients to meet product requirements
- K2. Describe what to do if there is a problem with the ingredients
- K3. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods

Outcome 3 Be able to process marzipan, pastillage and sugar products

The learner can:

5. **Process** ingredients to meet dish requirements
6. Make sure the marzipan, **pastillage and sugar** products have the correct flavour, colour, texture and quantity

Unit 350 Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)

Learning outcomes and assessment criteria

Outcome 4 Understand how to process marzipan, pastillage and sugar products

The learner can:

- K4. Explain how to carry out different processing methods according to product requirements
- K5. State correct times and temperatures for cooking
- K6. Explain how to identify when marzipan, pastillage and sugar products have the correct colour, flavour, texture and quantity
- K7. Describe what common faults can occur with marzipan, pastillage and sugar products
- K8. State healthy eating options when preparing, processing and finishing marzipan, pastillage and sugar products

Outcome 5 Be able to finish marzipan, pastillage and sugar products

The learner can:

- 7. Decorate and present the marzipan, pastillage and sugar products to meet requirements
- 8. Safely store any processed marzipan, pastillage and sugar products not for immediate use

Outcome 6 Understand how to finish marzipan, pastillage and sugar products

The learner can:

- K9. Explain the common faults that can occur with sugar and pastillage products
- K10. Explain how to correct the product to achieve requirements
- K11. Describe items can be used to decorate the products
- K12. Describe the current trends in relation to pastillage and sugar products
- K13. Describe how to store pastillage and sugar products

What you must cover (Outcomes 1/3/5):

1. **Pastillage and sugar**
 - a) Sugar paste/cover paste
 - b) Marzipan
 - c) Pastillage
 - d) Royal icing
 - e) Spun sugar
 - f) Dipped fruit
 - g) Italian meringue
 - h) Fudge
 - i) Poured sugar
 - j) Rock sugar
 - a) Boiling
 - b) Dipping
 - c) Moulding
 - d) Pouring
 - e) Rolling
 - f) Mixing
 - g) Drying
 - h) Piping
 - i) Pulling
 - j) Manipulating
 - k) Blending (colour and flavour)
 - l) Cutting
 - m) Spreading
 - n) Spinning

2. **Preparation and processing methods**

Unit 350

Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)

Evidence requirements

Unit 3FPC8	Prepare, process and finish marzipan, pastillage and sugar products
What you must DO for Outcomes 1, 3, 5	The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8 by directly observing the candidate's work.
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least seven from pastillage and sugar <ul style="list-style-type: none"> a) sugar paste/cover paste b) marzipan c) pastillage d) royal icing e) spun sugar f) dipped fruit g) Italian meringue h) fudge i) poured sugar j) rock sugar • at least nine from preparation and processing methods <ul style="list-style-type: none"> a) boiling b) dipping c) moulding d) pouring e) rolling f) mixing g) drying h) piping i) pulling j) manipulating k) blending (colour and flavour) l) cutting m) spreading n) spinning <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 351

Prepare, cook and present complex cold products (3FPC9)

Level: 3

UAN number: L/601/5677

Credit value: 5

GLH: 38

Unit aim

This unit is about producing complex cold products.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare complex cold products
2. Understand how to prepare complex cold products
3. Be able to cook complex cold products
4. Understand how to cook complex cold products
5. Be able to present complex cold products
6. Understand how to present complex cold products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 351 Prepare, cook and present complex cold products (3FPC9)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex cold products

The learner can:

1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Select appropriate tools and equipment and use correctly
4. **Prepare** the ingredients to meet requirements

Outcome 2 Understand how to prepare complex cold products

The learner can:

- K1. Explain how to select correct type, quality and quantity of ingredients to meet product requirements
- K2. Describe what to do if there is a problem with the ingredients
- K3. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K4. Explain how to carry out different preparation methods according to dish requirements

Outcome 3 Be able to cook complex cold products

The learner can:

5. **Cook** the ingredients to meet requirements
6. Make sure the complex cold products have the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook complex cold products

The learner can:

- K5. Describe how to carry out different cooking methods
- K6. Explain how to identify when complex cold products have the correct colour, flavour, texture and quantity
- K7. Describe common faults that can occur with complex cold products
- K8. State healthy eating options when dealing with complex cold products

Outcome 5 Be able to present complex cold products

The learner can:

7. Garnish and present the **complex cold products** to meet requirements
8. Make sure the complex cold products are at correct temperature for holding and serving
9. Safely store any cooked complex cold products not for immediate use

Unit 351 Prepare, cook and present complex cold products (3FPC9)

Learning outcomes and assessment criteria

Outcome 6 Understand how to present complex cold products

The learner can:

- K9. Describe how to follow different presenting methods
- K10. Explain how to minimise and correct common faults in complex cold products
- K11. Explain how to correct products to achieve requirements
- K12. State items that can be used to garnish complex cold products
- K13. Describe how to garnish and present complex cold products
- K14. Describe how to deal with items returned from buffet
- K15. Describe current trends in relation to complex cold products
- K16. Describe how to store complex cold products

What you must cover (Outcomes 1/3/5):

1. **Complex cold product**
 - a) Cooked red meat
 - b) Cooked white meat
 - c) Joints of meat
 - d) Cooked poultry
 - e) Salads
 - f) Vegetables and fruit
 - g) Eggs
 - h) Farinaceous products
 - i) Fish (whole and portioned)
 - j) Game
 - k) Dairy products
 - l) Fungi
 - m) Rice
 - n) Pulses
 - o) Terrines
 - p) Pâté
 - q) Smoked items
 - r) Mousses
 - s) Cold savoury/buffet appetisers
2. **Preparation, cooking and finishing methods**
 - a) Boiling
 - b) Roasting
 - c) Combination cooking methods
 - d) Poaching (shallow and deep)
 - e) Baking
 - f) Steaming
 - g) Pressing and reforming
 - h) Shaping and moulding
 - i) Filleting
 - j) De-boning
 - k) Skinning and trimming
 - l) Blending/liquidising
 - m) Rolling
 - n) Carving
 - o) Trussing and tying
 - p) Mincing and processing
 - q) Sieving

Unit 351 Prepare, cook and present complex cold products (3FPC9)

Evidence requirements

Unit 3FPC9	Prepare, cook and present complex cold products
What you must DO for Outcomes 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least sixteen from complex cold products <ul style="list-style-type: none"> a) cooked red meat b) cooked white meat c) joints of meat d) cooked poultry e) salads f) vegetables and fruit g) eggs h) farinaceous products i) fish (whole and portioned) j) game k) dairy products l) fungi m) rice n) pulses o) terrines p) pâté q) smoked items r) mousses s) cold savoury/buffet appetisers • at least eleven from preparation, cooking and finishing methods <ul style="list-style-type: none"> a) boiling b) roasting c) combination cooking methods d) poaching (shallow and deep) e) baking f) steaming

- g) pressing and reforming**
- h) shaping and moulding**
- i) filleting**
- j) de-boning**
- k) skinning and trimming**
- l) blending/liquidising**
- m) rolling**
- n) carving**
- o) trussing and tying**
- p) mincing and processing**
- q) sieving**

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

Unit 352

Prepare, finish and present canapés and cocktail products (3FPC10)

Level:	3
UAN number:	Y/601/5682
Credit value:	4
GLH:	32

Unit aim

This unit is about producing canapés and cocktail products.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare canapés and cocktail products
2. Understand how to prepare canapés and cocktail products
3. Be able to cook canapés and cocktail products
4. Understand how to cook canapés and cocktail products
5. Be able to present canapés and cocktail products
6. Understand how to present canapés and cocktail products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 352 Prepare, finish and present canapés and cocktail products (3FPC10)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare canapés and cocktail products

The learner can:

1. Select the type and quantity of ingredients needed for product
2. Check the ingredients to make sure they meet quality standards
3. Select appropriate tools and equipment and use correctly
4. **Prepare** the ingredients to meet product requirements

Outcome 2 Understand how to prepare canapés and cocktail products

The learner can:

- K1. Explain how to select correct type, quality and quantity of ingredients to meet product requirements
- K2. Describe what to do if there is a problem with the ingredients
- K3. Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K4. Describe how to carry out different preparation methods according to dish requirements

Outcome 3 Be able to cook canapés and cocktail products

The learner can:

5. **Cook** the ingredients to meet requirements
6. Make sure the **canapés and cocktail products** have the correct flavour, colour, texture and quantity

Outcome 4 Understand how to cook canapés and cocktail products

The learner can:

- K5. Describe how to carry out different cooking methods
- K6. Explain how to identify when canapés and cocktail products have the correct colour, flavour, texture and quantity
- K7. Describe common faults that can occur with canapés and cocktail products
- K8. State healthy eating options when dealing with canapés and cocktail products

Unit 352 Prepare, finish and present canapés and cocktail products (3FPC10)

Learning outcomes and assessment criteria

Outcome 5 Be able to present canapés and cocktail products

The learner can:

7. **Finish** the ingredients to meet requirements
8. Decorate and present **canapés and cocktail products** to meet requirements
9. Make sure the canapés and cocktail products are at the correct temperature for holding and serving
10. Safely store any cooked canapés and cocktail products not for immediate use

Outcome 6 Understand how to present canapés and cocktail products

The learner can:

- K9. Describe how to follow different presentation methods
- K10. Explain how to correct products to achieve requirements
- K11. Describe what items can be used to decorate canapés and cocktail products
- K12. Describe how to garnish and present canapés and cocktail products
- K13. Describe how to deal with items returned from buffet
- K14. Describe current trends in relation to canapés and cocktail products
- K15. Describe how to store canapés and cocktail products

What you must cover (Outcomes 1/3/5):

1. **Canapés and cocktail products**
 - a) Canapés
 - b) Filled short pastry items
 - c) Filled puff pastry items
 - d) Filled choux items
 - e) Cocktail brochettes
 - f) Bouchées
2. **Preparation, cooking and finishing methods**
 - a) Baking
 - b) Slicing
 - c) Filling
 - d) Pouring
 - e) Mixing
 - f) Chilling
 - g) Cutting
 - h) Piping
 - i) Spreading
 - j) Skewering

Unit 352

Prepare, finish and present canapés and cocktail products (3FPC10)

Evidence requirements

Unit 3FPC10	Prepare, finish and present canapés and cocktail products
What you must DO for Outcome 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8 by directly observing the candidate's work.</p> <p>For assessment criteria 9, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none">• at least four from canapés and cocktails<ul style="list-style-type: none">a) canapésb) filled short pastry itemsc) filled puff pastry itemsd) filled choux itemse) cocktail brochettesf) bouchées• at least seven from preparation, cooking and finishing methods<ul style="list-style-type: none">a) bakingb) slicingc) fillingd) pouringe) mixingf) chillingg) cuttingh) pipingi) spreadingj) skewering <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 353

Prepare, cook and finish dressings and cold sauces (3FPC11)

Level: 3
UAN number: K/601/5704
Credit value: 3
GLH: 20

Unit aim

This unit is about preparing, cooking and finishing dressings and cold sauces.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare dressings and cold sauces
2. Understand how to prepare dressings and cold sauces
3. Be able to cook dressings and cold sauces
4. Understand how to cook dressings and cold sauces
5. Be able to finish dressings and cold sauces
6. Understand how to finish dressings and cold sauces

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 353 Prepare, cook and finish dressings and cold sauces (3FPC11)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare dressings and cold sauces

The learner can:

1. Select the type and quantity of ingredients needed for the sauce
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the dressings/sauce to meet requirements

Outcome 2 Understand how to prepare dressings and cold sauces

The learner can:

- K1. Explain how to select correct type, quality and quantity of ingredients to meet dish requirements
- K2. Explain what quality points to look for in dressings/sauce ingredients
- K3. State the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- K4. Describe how to carry out different preparation methods according to dish requirements

Outcome 3 Be able to cook dressings and cold sauces

The learner can:

5. **Cook** the dressings and sauce to meet requirements
6. Make sure the dressing and sauce has the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook dressings and cold sauces

The learner can:

- K5. Describe how to carry out different cooking methods
- K6. State the correct temperature for cooking dressings/sauces
- K7. Explain how to identify when dressings/sauces have the correct colour, flavour, consistency and quantity
- K8. State healthy eating options when preparing, cooking and finishing dressings and cold sauces

Unit 353 Prepare, cook and finish dressings and cold sauces (3FPC11)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish dressings and cold sauces

The learner can:

7. Finish the dressing and sauce to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store any cooked dressings and sauce not for immediate use

Outcome 6 Understand how to finish dressings and cold sauces

The learner can:

- K9. Describe how to present cooked dressings/sauces
- K10. Explain how to adjust the taste and flavour of dressings and cold sauces
- K11. Describe the appropriate accompaniments and garnishes for different dressings and cold sauces
- K12. Describe the quality points relating to dressings and cold sauces
- K13. Describe how to store dressings and cold sauces

What you must cover (Outcomes 1/3/5):

1. Preparation and cooking methods

- a) Weighing and measuring
- b) Boiling
- c) Simmering
- d) Reducing
- e) Chopping
- f) Whisking
- g) Blanching
- h) Sieving/stirring
- i) Liquidising/blending
- j) Emulsifying
- k) Processing

2. Sauces

- a) Derivative of mayonnaise
- b) Coulis
- c) Egg and oil emulsion
- d) Flavoured oil-based dressing
- e) Sour cream/yoghurt based
- f) Fruit/vegetable thickened – eg dips

Unit 353 Prepare, cook and finish dressings and cold sauces (3FPC11)

Evidence requirements

Unit 3FPC11	Prepare, cook and finish dressings and cold sauces
What you must DO for Outcomes 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8 by directly observing the candidate's work.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least eight from preparation and cooking methods <ul style="list-style-type: none"> a) weighing and measuring b) boiling c) simmering d) reducing e) chopping f) whisking g) blanching h) sieving/stirring i) liquidising/blending j) emulsifying k) processing <p>Candidates must demonstrate through performance that they can make at least five of the following sauces:</p> <ul style="list-style-type: none"> a) derivative of mayonnaise b) coulis c) egg and oil emulsion d) flavoured oil based dressing e) sour cream/yoghurt based f) fruit/vegetable thickened – eg dips <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 354

Prepare, cook and finish complex hot desserts (3FPC12)

Level: 3
UAN number: L/601/5694
Credit value: 3
GLH: 26

Unit aim

This unit is about preparing, cooking and finishing hot desserts.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare complex hot desserts
2. Understand how to prepare complex hot desserts
3. Be able to cook complex hot desserts
4. Understand how to cook complex hot desserts
5. Be able to finish complex hot desserts
6. Understand how to finish complex hot desserts

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 354 Prepare, cook and finish complex hot desserts (3FPC12)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex hot desserts

The learner can:

1. Select the type and quantity of ingredients needed for the **dessert**
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the ingredients to meet requirements

Outcome 2 Understand how to prepare complex hot desserts

The learner can:

- K1. Describe what quality points to look for in main ingredients
- K2. Explain how to control portions and minimise waste
- K3. Describe the appropriate preparation methods for different complex hot desserts
- K4. Explain the effects of various temperatures and humidities can have on ingredients used
- K5. Describe the correct tools and equipment and the reasons for using them when preparing complex hot desserts
- K6. Describe the types of problems when preparing hot desserts and correct methods of dealing with them

Outcome 3 Be able to cook complex hot desserts

The learner can:

5. **Cook** the ingredients to meet requirements

Outcome 4 Understand how to cook complex hot desserts

The learner can:

- K7. Explain which cooking methods relate to each type of complex hot dessert
- K8. Describe the type of problems that may occur when cooking hot desserts and how to deal with these correctly
- K9. Explain how to minimise common faults
- K10. State healthy eating options when dealing with complex hot desserts

Outcome 5 Be able to finish complex hot desserts

The learner can:

6. Make sure the dessert has the correct colour, texture and finish
7. **Finish** and present the dessert to meet requirements
8. Make sure the dessert is at correct temperature for holding and serving
9. Safely store any desserts not for immediate use

Unit 354 Prepare, cook and finish complex hot desserts (3FPC12)

Learning outcomes and assessment criteria

Outcome 6 Understand how to finish complex hot desserts

The learner can:

K11. Describe the quality points relating to the finished product

K12. Explain the appropriate finishing methods for each type of product

What you must cover (Outcomes 1/3/5):

1. **Desserts**
 - a) Hot soufflés
 - b) Paste based
 - c) Fruit-based desserts
 - d) Sponge-based desserts
2. **Preparation methods**
 - a) Creaming
 - b) Folding
 - c) Aeration
 - d) Use of moulds
 - e) Incorporating fat
 - f) Separation/combining of colours/flavours/ingredients
3. **Cooking methods**
 - a) Steaming
 - b) Deep fat frying
 - c) Bain marie
 - d) Baking
 - e) Microwaving
4. **Finishing methods**
 - a) Gratinated
 - b) Cooling
 - c) Piping
 - d) De-moulding
 - e) Glazing
 - f) Portioning

Unit 354 Prepare, cook and finish complex hot desserts (3FPC12)

Evidence requirements

Unit 3FPC12	Prepare and cook complex hot desserts
What you must DO for Outcomes 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6 & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none"> • at least three from desserts <ul style="list-style-type: none"> a) hot soufflés b) paste based c) fruit based desserts d) sponge based desserts • at least five from preparation methods <ul style="list-style-type: none"> a) creaming b) folding c) aeration d) use of moulds e) incorporating fat f) separation/combining of colours/flavours/ingredients • at least four from cooking methods <ul style="list-style-type: none"> a) steaming b) deep fat frying c) bain marie d) baking e) microwaving • at least five from finishing methods <ul style="list-style-type: none"> a) gratinating b) cooling c) piping d) de-moulding e) glazing f) portioning <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 355

Prepare, cook and finish complex cold desserts (3FPC13)

Level: 3
UAN number: R/601/5700
Credit value: 3
GLH: 30

Unit aim

This unit is about preparing, cooking and finishing cold desserts.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare complex cold desserts
2. Understand how to prepare complex cold desserts
3. Be able to cook complex cold desserts
4. Understand how to cook complex cold desserts
5. Be able to finish complex cold desserts
6. Understand how to finish complex cold desserts

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 355 Prepare, cook and finish complex cold desserts (3FPC13)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex cold desserts

The learner can:

1. Select the type and quantity of ingredients needed for the **dessert**
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the ingredients to meet requirements

Outcome 2 Understand how to prepare complex cold desserts

The learner can:

- K1. State the correct tools and equipment and the reasons for using them when preparing complex cold desserts
- K2. Explain how to control portions and minimise waste
- K3. Describe the appropriate preparation methods for different complex cold desserts
- K4. Describe the types of problems that may occur when preparing cold desserts and how to deal with these correctly

Outcome 3 Be able to cook complex cold desserts

The learner can:

5. **Cook** the ingredients to meet requirements
6. **Process** the dessert to meet dish requirements

Outcome 4 Understand how to cook complex cold desserts

The learner can:

- K5. State which processing methods are appropriate to each type of product
- K6. State the quality points relating to processed products
- K7. Describe how to adjust flavours and minimise common faults
- K8. Describe the type of problems that may occur when cooking and processing cold desserts and how to deal with these correctly
- K9. State healthy eating options when preparing and cooking complex cold desserts

Outcome 5 Be able to finish complex cold desserts

The learner can:

7. Make sure the dessert has the correct colour, texture and **finish**
8. Make sure the dessert has the correct temperature for holding and serving
9. Safely store any desserts not for immediate use

Unit 355 Prepare, cook and finish complex cold desserts (3FPC13)

Learning outcomes and assessment criteria

Outcome 6 Understand how to finish complex cold desserts

The learner can:

K10. State the quality points relating to the finished product

What you must cover (Outcomes 1/3/5):

1. **Desserts**
 - a) Egg-based set
 - b) Mousses/cold soufflés
 - c) Meringue based
 - d) Cheesecake
 - e) Paste-based goods
 - f) Fruit/ crème bavaois
 - g) Ice cream based/sorbet based
2. **Preparation methods**
 - a) Creaming
 - b) Aeration
 - c) Combining
 - d) Sieving/passing
 - e) Puréeing
 - f) Folding
 - g) Addition of colours/flavours
 - h) Straining
3. **Cooking methods**
 - a) Poaching
 - b) Baking
 - c) Boiling
 - d) Steaming
4. **Processing methods**
 - a) De-moulding
 - b) Freezing
 - c) Refrigeration
 - d) Chilling
5. **Finishing methods**
 - a) Cooling
 - b) Stacking
 - c) Glazing
 - d) Filling
 - e) Portioning
 - f) Cutting
 - g) Piping

Unit 355

Prepare, cook and finish complex cold desserts (3FPC13)

Evidence requirements

Unit 3FPC13	Prepare, cook and finish complex cold desserts
What you must DO for Outcomes 1, 3, 5	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6 & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8 where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcomes 1, 3, 5	<p>There must be performance evidence, gathered through observing the candidate's work, for:</p> <ul style="list-style-type: none">• at least four from desserts<ul style="list-style-type: none">a) egg-based setb) mousses/cold soufflésc) meringue basedd) cheesecakee) paste-based goodsf) fruit/ crème bavaroisg) ice cream based/sorbet based• at least five from preparation methods<ul style="list-style-type: none">a) creamingb) aerationc) combiningd) sieving/passinge) puréeingf) foldingg) addition of colours/flavoursh) straining• at least two from cooking methods<ul style="list-style-type: none">a) poachingb) bakingc) boilingd) steaming

	<ul style="list-style-type: none">• at least three from processing methods<ul style="list-style-type: none">a) de-mouldingb) freezingc) refrigerationd) chilling • at least five from finishing methods<ul style="list-style-type: none">a) coolingb) stackingc) glazingd) fillinge) portioningf) cuttingg) piping <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>
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Unit 356

Produce sauces, fillings and coatings for complex desserts (3FPC14)

Level: 3
UAN number: D/601/5702
Credit value: 4
GLH: 33

Unit aim

This unit is about producing sauces, fillings and coatings.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be able to produce sauces, fillings and coatings for complex desserts
2. Understand how to produce sauces, fillings and coatings for complex desserts

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 356 Produce sauces, fillings and coatings for complex desserts (3FPC14)

Learning outcomes and assessment criteria

Outcome 1 Be able to produce sauces, fillings and coatings for complex desserts

The learner can:

1. Select the type and quantity of ingredients needed for the **sauces, fillings and coatings**
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the ingredients to meet dish requirements
5. **Process** ingredients to meet dish requirements
6. Make sure the sauce, filling and coating has the correct colour, texture and finish
7. Finish and present the sauce, filling and coating to meet requirements
8. Make sure the sauce, filling and coating is at the correct temperature for holding and serving
9. Safely store any sauce, filling and coating not for immediate use

What you must cover:

1. **Sauces, fillings and coatings**
 - a) Crème anglaise
 - b) Sabayon
 - c) Fruit coulis
 - d) Ganache
 - e) Crème chantilly
 - f) Preserves
 - g) Fruit glazes
 - h) Crème patisserie
 - i) Syrups
 - j) Butter cream
 - k) Royal icing
 - l) Jams
 - m) Sugar glazes
2. **Preparation methods**
 - a) Mixing
 - b) Whisking
 - c) Boiling
 - d) Separating
 - e) Creaming
3. **Processing methods**
 - a) Reducing
 - b) Liquidising
 - c) Blending
 - d) Addition of colouring
 - e) Emulsifying
 - f) Addition of flavouring

Outcome 2 Understand how to produce sauces, fillings and coatings for complex desserts

The learner can:

- K1. Describe what quality points to look for relating to finished sauces, fillings and coatings
- K2. Describe the correct tools and equipment and the reasons for using them when producing sauces, fillings and coatings for hot desserts
- K3. Describe the consistency required for finished sauces, fillings and coatings
- K4. Describe how to adjust flavours and minimise common faults
- K5. State the effects of different temperatures and humidity on ingredients used
- K6. Explain the uses of various sauces, fillings and coatings
- K7. Describe the types of problems that may occur with sauces, fillings and coatings and how to deal with these correctly
- K8. State healthy eating options when producing sauces, fillings and coatings

Unit 356

Produce sauces, fillings and coatings for complex desserts (3FPC14)

Evidence requirements

Unit 3FPC14	Produce sauces, fillings and coatings for complex desserts
What you must DO for Outcome 1	<p>The assessor <u>must</u> assess assessment criteria 1, 2, 3, 4, 5, 6, & 7 by directly observing the candidate's work.</p> <p>For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.</p> <p>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must COVER for Outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least eight from sauces, fillings and coatings <ul style="list-style-type: none"> a) crème anglaise b) sabayon c) fruit coulis d) ganache e) crème Chantilly f) preserves g) fruit flazes h) crème patisserie i) syrups j) butter cream k) royal icing l) jams m) sugar glazes • at least four from preparation methods <ul style="list-style-type: none"> a) mixing b) whisking c) boiling d) separating e) creaming • at least five from processing methods <ul style="list-style-type: none"> a) reducing b) liquidising c) blending d) addition of colouring e) emulsifying f) addition of flavouring <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Unit 666

Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10)

Level: 2
UAN number: T/601/7214
Credit value: 2
GLH: 16

Unit aim

This unit is about ensuring that learners achieve the national occupational standard to understand employment rights and responsibilities within the hospitality, leisure, travel and tourism sector.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know employer and employee rights and responsibilities and own organisational procedures
2. Know factors that affect own organisation and occupation

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality.

Unit 666 Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10)

Learning outcomes and assessment criteria

Outcome 1 Know employer and employee rights and responsibilities and own organisational procedures

The learner can:

- K1. State employee and employer rights and responsibilities under employment law including Disability Discrimination Act, Health and Safety and other relevant legislation
- K2. State importance of having employment rights and responsibilities
- K3. Describe organisational procedures for Health and Safety, including documentation
- K4. Describe organisational procedures for equality and diversity including documentation
- K5. Identify sources of information and advice on employment rights and responsibilities, including access to work and additional learning support

Outcome 2 Know factors that affect own organisation and occupation

The learner can:

- K6. Describe the role played by own occupation within the organisation and industry
- K7. Describe career pathways available to them
- K8. State types of representative body related to the hospitality industry, their main roles and responsibilities and their relevance to the industry
- K9. Identify sources of information and advice on own industry, occupation, training and career
- K10. Describe principles policies and codes of practice used by own organisation and industry
- K11. Describe issues of public concern that affect own organisation and industry

Appendix 1 Course design and delivery

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification[s] they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Functional/Core Skills and other related qualifications. Relationship tables are provided to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

Appendix 2 Assessment

Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website or can be purchased from the Walled Garden.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms can be requested by email from catering@cityandguilds.com

People 1st Assessment Strategy Guidance

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

1. **external quality control**
2. **assessment principles**
3. **occupational expertise of assessors and verifiers**
4. **continuous professional development**

The strategy should be used alongside the NVQ/SVQ assessment and quality assurance guidance of the regulatory authorities. Further information about NVQs/SVQs can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

Assessment Principles

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such assessment of the sector's NVQs/SVQs will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People1st recognise, however, that is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of the peripatetic assessors to support the assessment process.

Within these parameter, People1st expects that:

- the majority of assessment of the sector's NVQs/SVQs will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation.
- opportunities to ascertain candidate's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment/ induction period.

Witness Testimony

People 1st recognise the use of **witness testimony** and **expert witness testimony** as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the candidate's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's minimum observations requirements must be met.

Expert witnesses may be used where additional support relation to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding body agrees have current occupational competence, knowledge and expertise to make a judgement on a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's requirements.

Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a candidate's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

Simulation

Simulation can only be used to assess candidates for the sector's NVQs/SVQs where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

Realistic Working Environment

Assessment of the sector's NVQs/SVQs should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at [Annex B](#).

Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice, People1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at [Annex E](#).

Annex A - Units in the Hospitality, Leisure, Travel and Tourism NVQ/SVQ frameworks that permit simulation

Unit Number	Unit Title	NVQs that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ Certificates/Diplomas in Hospitality

Annex B - Criteria for Hospitality NVQ/SVQ Assessment in a Realistic Working Environment

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment. The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's criteria for this purpose.

1	The work situation being represented is relevant to the NVQ(s)/SVQ(s) being assessed	<ul style="list-style-type: none">• The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brassiere, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.• Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.• Industry trends are considered in the product and service offer.
2	The candidate's work activities reflect those found in the situation being represented	<ul style="list-style-type: none">• Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.• Candidates are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner to as a real work situation	<ul style="list-style-type: none">• Customers are not prompted to behave in a particular manner.• Customer feedback received is maintained and acted upon.

4	The RWE is underpinned by commercial principles and responsibilities	<ul style="list-style-type: none"> • Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimizing wastage. • Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description. • Consumer information is provided on products and services eg allergy advice on food products.
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Annex C - Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception relates to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on an arrangement as referred to in this assessment strategy.

✓ = mandatory

Assessors and Internal Verifiers must:	Assessor	Internal Verifier
Have a good knowledge and understanding of the national occupational standard and NVQ/SVQ that is being assessed or verified.	✓	✓
D34 or V1 – In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓
D32/D33 or A1/A2 – In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through ‘hands on’ experience in the industry.	✓	✓
Adhere to the awarding body’s assessment requirements and practise standardised assessment principles	✓	✓
Adhere to the awarding organisation’s assessment requirements and practise standardised assessment principles	✓	✓

Have sufficient resources to carry out the role of assessor or verifier, ie time and budget	✓	✓
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓
Hold qualifications, or have undertaken training, that has legislative relevance to the NVQ/SVQ being assessed (See Annex E).	✓	Good practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex F).	✓	✓

Annex D - Qualifications and Training Relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People1st is **not** stipulating that assessors, verifiers or external verifiers must undertake and achieve specific qualifications; there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification / Training	NVQ/SVQ	A	IV
Health and Safety	All sector NVQs/SVQs	✓	Good practice
Food Safety	Food Processing and Cooking	✓	Good practice
	Multi-Skilled Hospitality Services	✓	
	Professional Cookery	✓	
	Food and Drink Service	✓	
	Hospitality Supervision and Leadership (<i>with food and drink units</i>)	✓	
Licensing	Food and Drink Service	✓	Good practice
	Hospitality Supervision (<i>with food and drink units</i>)	✓	

Note:

The above states areas of training/qualifications needed for specific N/SVQs. People1st is not stating ‘which’ qualification assessors and verifiers should take, only the area in which they should be trained/qualified in.

Annex E - Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	<ul style="list-style-type: none">• Internal and external work placements• Work experience and shadowing (eg within associated departments)• External visits to other organisations• Updated and new training and qualifications (www.uksp.co.uk)• Training sessions to update skills• Visits to educational establishments• Trade fairs
Keeping up to date with sector developments and new legislation	<ul style="list-style-type: none">• Relevant sector websites• Membership of professional bodies• Papers and documents on legislative change• Networking events• Seminars, conferences, workshops, membership of committees / working parties (eg People1st events)• Staff development days
Standardising and best practice in assessment	<ul style="list-style-type: none">• Regular standardisation meetings with colleagues• Sharing best practice through internal meetings, news letters, email circulars• Comparison of assessment and verification in other sectors• Attending awarding body meetings/seminars

Downloadable guidance on CPD can be found at www.ifl.ac.uk

Appendix 3 Guidance on the use of Expert Witness

Introduction to Expert Witness Records

An Expert Witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process.

The approved Expert Witness will usually be the learner's supervisor or manager in the workplace but could also be an experienced colleague or other approved assessor.

The Expert Witness does not make any assessment decisions and is not, therefore, required to achieve either of the A units. All assessment decisions that take into account evidence provided by an Expert Witness must be made by an assessor who is qualified with A1/D32/D33

Requirements for Expert Witnesses

An Expert Witness should:

- be the candidate's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on.

Using an Expert Witness to collect evidence

It is important to remember that having an Expert Witness does not eliminate the need for a competent assessor to be assigned to a learner.

The assessor must still observe the minimum number of 'what you must do' and 'what you must cover' items in each unit.

The Expert Witness can be used to infer consistent competency and/or fill in gaps within the assessment process to ensure a streamlined approach to assessment.

In all instances, the assessor is responsible for making the final assessment decision and for signing off each unit, once satisfied that there is sufficient evidence of the learner's competence.

When making assessment decisions, the assessor must take into account:

- their own observations and assessments of the candidate's performance
- evidence collected by the Expert Witness and related to the 'what you must do and what you must cover'
- evidence of underpinning knowledge that has been gathered by the assessor.

How to record an Expert Witness Record

In all instances where a learner's assessment has been based in part on evidence collected via an Expert Witness, details of the witness involved must be provided in the learner's Unit Record file. The information should be provided on the Expert Witness Testimony record. The purpose of including this form in the learner's file is to make it clear to the internal and external verifiers that:

- an Expert Witness has been involved in the assessment process
- the Expert Witness is suitably qualified to carry out that role.

The form will also record an example of the witness's signature, so that their involvement in the portfolio can be easily identified throughout.

Expert Witness testimonies can be recorded in a variety of ways:

- digital voice recording
- written record
- verbally given by the witness and written summary by the assessor – including a signed declaration by the witness

Verification of Expert Witness Testimonies

When planning the internal verification sampling strategy the internal verifier should include a sample of a range of different expert witnesses.

The sample should include:

- records of the expert witness CV's/competence
- the assessed witness records
- interviewing of expert witnesses.
- learners questioning about the involvement of the Expert Witness within their portfolio.

A similar process will be carried out by the external verifier during verification visits to the centre.

Using Expert Witness Testimonies in your centre

You must ensure the Expert Witness meets the requirements of People 1st Assessment Strategy. You will need to complete an Expert Witness Nomination Form for each Witness and hold a copy of this within your centre record files. The External Verifier will include these within their centre sample.

Expert Witness Nomination Form



Centre Details

Centre contact name

Centre name

Centre approval number

Expert Witness Details

Name

Position

Workplace name

Workplace address

Street:

Town:

County:

Postcode: Tel no:

Expert Witness status (please tick)

new witness update to current delete from approval
witness details

To be completed by the Assessor

As the learner's assessor, I confirm that the Expert Witness above meets requirements of People 1st Assessment Strategy 9th December 2009 Version 1 and City & Guilds requirements:

- is technically competent in the units they are providing an expert opinion on
- works with the candidate on a regular basis
- has a thorough understanding of the units they are providing an expert opinion on
- has been fully briefed on their role as an Expert Witness, including the limits of their responsibility and City & Guilds evidence recording requirements.

Please provide evidence of the proposed Expert Witness's technical competence in all of the areas that they will be providing an expert opinion. You may provide a copy of their Curriculum Vitae if you prefer.

Assessor's signature

Date

Witness's signature

Date

Appendix 4 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications include opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside these qualifications.

Core Skills (Scotland only)

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In many cases, candidates undertaking the qualifications will already have a Core Skills Profile from previous qualifications, eg some Standard Grade and other National Qualifications allow Automatic Core Skills certification.

Appendix 5 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

Specifically, the document includes sections on:

1. The centre and qualification approval process and forms
2. Assessment, verification and examination roles at the centre
3. Registration and certification of candidates
4. Non-compliance
5. Complaints and appeals
6. Equal opportunities
7. Data protection
8. Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment and Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates online
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

Useful contacts

Type	Contact	Query
UK learners	E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLLA • Navigation • User/menu option problems
Employer	E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications		<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

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