Level 2 Diploma in Food Preparation and Cooking (Culinary Arts) 8065-02

# Qualification at a glance

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Food Preparation and Culinary Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds number</td>
<td>8065</td>
</tr>
<tr>
<td>Age group approved</td>
<td>16+</td>
</tr>
<tr>
<td>Assessment</td>
<td>Practical assignments and synoptic test</td>
</tr>
<tr>
<td>Fast track</td>
<td>Available</td>
</tr>
<tr>
<td>Support materials</td>
<td>Centre handbook, Candidate logbook, SmartScreen</td>
</tr>
<tr>
<td>Registration and certification</td>
<td>Consult the Walled Garden/Online Catalogue for last dates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level and title</th>
<th>City &amp; Guilds number</th>
<th>Qualification accreditation number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Diploma in Food Preparation and Cooking Culinary Arts</td>
<td>8065-02</td>
<td>600/4860/8</td>
</tr>
</tbody>
</table>

## Version number | Changes made | Section
---|---|---
2.1 (May 2012) | New resource requirements | Centre Requirements
2.3 (June 2013) | Added extra range to unit 203 | Units
2.4 (July 2013) | Centre guidance (section 6) | Units
3.0 (December 2013) | Added extra range to units 202 & 203 | Units
4.0 (March 2014) | Information about evolve test added to the Structure | Structure
4.1 (June 2015) | Changes made to range for units 202, 203, 219 | Units
## Contents

1. **Introduction**  
2. **Structure**  
3. **Centre requirements**  
   - Approval  
   - Resource requirements  
   - Candidate entry requirements  
4. **Delivering the qualification**  
   - Initial assessment and induction  
   - Support materials  
5. **Assessment**  
   - Assessment of the qualification  
6. **Units**  
   - **Unit 105** Prepare food for cold presentation  
   - **Unit 202** Safety at work  
   - **Unit 203** Food safety in catering  
   - **Unit 206** Healthier foods and special diets  
   - **Unit 207** Prepare, cook and finish stocks, soups and sauces  
   - **Unit 208** Prepare, cook and finish fish and shellfish dishes  
   - **Unit 209** Prepare, cook and finish meat, poultry and offal  
   - **Unit 210** Prepare, cook and finish vegetables, fruit and pulses  
   - **Unit 211** Prepare, cook and finish rice, grain, farinaceous products and egg dishes  
   - **Unit 212** Prepare, cook and finish bakery products  
   - **Unit 213** Prepare, cook and finish hot and cold desserts and puddings  
   - **Unit 219** Catering operations, costs and menu planning  
   - **Unit 221** Culinary Arts Principles  
   - **Appendix 1** Sources of general information
1 Introduction

This document tells you what you need to do to deliver the qualification:

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the qualification for?</td>
<td>The Level 2 Diploma in Culinary Arts is for candidates who wish to work in the hospitality industry and already have knowledge of the basic principles of kitchen work, or who can demonstrate commitment and enthusiasm to work and study in order to supplement their existing knowledge. Candidates will be required to display both practical skills and the associated knowledge in order to complete the assessments.</td>
</tr>
<tr>
<td>What does the qualification cover?</td>
<td>The qualification covers both safety at work and in the preparation of food, healthy eating and special diets, costing and menu planning and the preparation, cooking and finishing of a wide range of commodities and dishes.</td>
</tr>
</tbody>
</table>
| What opportunities for progression are there? | On completion of this qualification candidates may progress into employment as a commis chef or to the following City & Guilds qualifications:  
  - City & Guilds Level 2 Food Preparation and Cooking (Patisserie) – 8065-03  
  - City & Guilds Level 3 Advanced Diploma in Food Preparation and Cookery Supervision – 8065-04  
  - City & Guilds Level 3 Diploma in Professional Cookery – 7100. |
2 Structure

To achieve the Level 2 Diploma in Food Preparation and Cooking (Culinary Arts) learners must achieve all of the units listed in the table below.

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Unit accreditation number</th>
<th>Unit title</th>
<th>Notional learning hours</th>
<th>Guided learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>D/503/7849</td>
<td>Prepare food for cold presentation</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>202</td>
<td>H/503/7576</td>
<td>Safety at work</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>203</td>
<td>M/503/7578</td>
<td>Food safety in catering</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>206</td>
<td>D/500/2681</td>
<td>Healthier foods and special diets</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>207</td>
<td>Y/503/7851</td>
<td>Prepare, cook and finish stocks, soups and sauces</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>208</td>
<td>D/503/7852</td>
<td>Prepare, cook and finish fish and shellfish dishes</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>209</td>
<td>H/503/7853</td>
<td>Prepare, cook and finish meat, poultry and offal</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>210</td>
<td>K/503/7854</td>
<td>Prepare, cook and finish vegetables, fruit and pulses</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>211</td>
<td>M/503/7855</td>
<td>Prepare, cook and finish rice, grain, farinaceous products and egg dishes</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>212</td>
<td>T/503/7856</td>
<td>Prepare, cook and finish bakery products</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>213</td>
<td>A/503/7857</td>
<td>Prepare, cook and finish hot and cold desserts and puddings</td>
<td>35</td>
<td>24</td>
</tr>
<tr>
<td>219</td>
<td>F/503/7858</td>
<td>Catering operations, costs and menu planning</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>221</td>
<td>Assessment</td>
<td>Culinary Arts Principles</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>503</td>
<td>E-volve on-line tests</td>
<td>Food safety in catering</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
3 Centre requirements

Approval
If your Centre is approved to offer the qualification:

- (7065-32) Level 2 IVQ Diploma in Food Preparation and Cooking (Culinary Arts) (500/5752/2)

you can apply for approval for the new:

- (8065-02) Level 2 Diploma in Food Preparation and Cooking (Culinary Arts)

using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

New centres will need to gain both centre and qualification approval to offer this qualification. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

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

Resource requirements

Resources

This qualification is aimed at candidates who will be entering the industry and so it is important that they gain their experience in an industrial kitchen. They should use appropriate equipment in terms of the size and scale which must be of industry quality.

When being assessed candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner.
As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped industrial kitchen including:

- cooking facilities to enable full access to the qualification for example ovens, ranges, grills, griddles, woks, deep fat fryers, bain maries, hot plates, display cabinets and food mixers.
- worktop space – stainless steel workstations or tables used as food preparation areas
- washing facilities - hand washing, food preparation and wash up
- refrigerators and freezers
- suitable storage facilities
- small and large equipment - it is recommended that centres review the range of equipment requirements against each unit within this qualification as it may be necessary to purchase additional equipment in order to offer the qualification.
- Health and Safety equipment to include PPE, food temperature equipment and fire safety.

Centres should be able to maintain food and beverage stock levels, both perishable and non-perishable ingredients, to allow all candidates to prepare the given variety of dishes using the full range of food preparation methods.

Centres wishing to deliver these qualifications must ensure that they have the staff and facilities to deliver the practical elements of the course. If there are no facilities within the centre to deliver the activities in a realistic working environment we recommend developing links with local industry to provide hands-on experience.

**Centre staffing**

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

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be 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, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.

**Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.
Candidate entry requirements
City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions
City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.
4 Delivering the qualification

Initial assessment and induction
An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials
The following resources are available for this qualification:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate logbook</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>Assessment Pack</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>SmartScreen</td>
<td><a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a></td>
</tr>
</tbody>
</table>
5 Assessment

Assessment of the qualification

<table>
<thead>
<tr>
<th>Practical assignments</th>
<th>Externally set question papers</th>
</tr>
</thead>
</table>
| Learners are required to successfully complete practical assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at www.cityandguilds.com | To achieve the qualification, candidates are required to be successful in the following examinations:  
- Food Safety in Catering (available online)  
- Culinary Arts Principles (available online)  


Please refer to the International Directory on the Walled Garden for dates and times of each examination.  

Test specifications for each examination can be found in Appendix 1 of the Assessment Pack. |
6 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- notional learning hours (NLH)
- guided learning hours (GLH)
- unit aim
- learning outcomes which are comprised of a number of assessment criteria.

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.
Unit 105  Prepare food for cold presentation

UAN: D/503/7849
Level: Level 1
GLH 20
NLH 30
Aim: The aim of this unit is to enable the learner to develop the necessary knowledge, understanding and skills required in preparing and presenting cold foods. The skills required to prepare and present cold food are required in all sectors of the catering industry. Learners will be introduced to the techniques of preparing and presenting a range of cold food items ranging from simple sandwiches to complex cold buffets.

Learning outcome
The learner will:
1 understand how to prepare food for cold presentation

Assessment criteria
The learner can:
1.1 list food items used for cold presentation
1.2 describe preparation methods and storage of food for cold presentation
1.3 state the importance of presentation in the service of cold food.

Range
Food items
Bread products, meat (ham, salami, beef, chicken, offal, pate/terrine), fish (smoked, fresh, cooked), shellfish, vegetables, salads, dressings, sauces, fruits, dairy products, savoury pastries, eggs, preserves.

Preparation methods
Marinade, slice, chop, mix, spread, shred, wash, re-wash, dice, carve, portion, mould.

Storage
Holding food in a refrigerator prior to serving, use of refrigerated display cabinets during service.
### Learning outcome

The learner will:

2. be able to prepare food for cold presentation

### Assessment criteria

The learner can:

2.1 select **equipment and tools** suitable for preparing and serving cold food

2.2 select **food items** suitable for cold presentation

2.3 **prepare** food for cold presentation

2.4 combine food items to achieve the correct colour, flavour and texture

2.5 **finish** food according to dish requirements

2.6 display the cold food correctly prior to service

2.7 comply with hygienic and safe working practices throughout the operation.

### Range

**Equipment and tools**

Knives, boards, utensils, refrigerators, display cabinets, serving platters.

**Food items**

Bread products, meat (ham, salami, beef, chicken, offal, pâté/terrine), fish (smoked, fresh, cooked), shellfish, vegetables, salads, dressings, sauces, fruits, dairy products, savoury pastries, eggs, preserves.

**Preparation methods**

Marinade, slice, chop, spread, mix, shred, wash, re-wash, dice, carve, portion, mould.

**Finish**

Season (eg herbs, spices), dress (eg cold sauces/dressings, yoghurt), Garnish (eg herbs, salads, leaves, flowers), marinade (eg vinegar, herbs).
This unit covers common hazards and risks and the ways to control and minimise them. The concept of a hazard and its associated risk is introduced and learners then progress to identifying common hazards and associated risks and the steps involved in the risk assessment process.

The unit outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures. Learners should be aware of the functions of personal protective equipment (PPE) and the types of safety signs.

Students are expected to apply these safety procedures in completing this qualification.

### Learning outcome

The learner will:

1. know how to identify and control hazards in the workplace

### Assessment criteria

The learner can:

1.1 list causes of slips, trips and falls in the workplace
1.2 state the steps to minimise the risk of slips, trips and falls
1.3 identify the main injuries from manual handling
1.4 state the ways to reduce the risk of injury from lifting, carrying and handling
1.5 identify the correct lifting procedure
1.6 identify ways machinery/equipment can cause injuries
1.7 list control measures to avoid accidents from machinery/equipment
1.8 state types of hazardous substances found in the workplace
1.9 list control methods for hazardous substances to prevent exposure and for protection of employees
1.10 indicate the main causes of fire and explosions
1.11 state the ways in which elements of the fire triangle can be used to extinguish a fire
1.12 identify dangers associated with electricity
1.13 identify the measures to prevent electricity dangers
1.14 state methods to deal with electrical dangers
1.15 state the functions of PPE (Personal Protective Equipment)
1.16 explain the purpose of safety signs
1.17 identify different types of fire fighting equipment.
<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Causes</strong></td>
</tr>
<tr>
<td>Poor design/structure of building, poor signage, bad housekeeping standards, poor lighting or ventilation, dangerous working practices, distraction and lack of attention, working too quickly, ignoring rules, not wearing the correct personal protective equipment (PPE), physical/mental state.</td>
</tr>
</tbody>
</table>

**Minimise the risk**
Improved and safe design of building, correct and clear/visible signage, good housekeeping standard, well lit and ventilated working areas, carrying out a risk assessment and taking necessary action, training staff in routine work practices, reporting procedures, strict enforcement of rules, correct use of PPE at all times, in a physical/mental state ready for work.

**Main injuries from manual handling**
Back/spinal injuries, muscular injuries, fractures, sprains, cuts and bruises.

**Ways to reduce the risk of injury**
Assess the task (eg distance, weight, temperature), follow the correct procedure (minimise the distance, correct number of people, correct lifting/carrying equipment), reduce the load, if possible use correct PPE, check the environment is safe (eg flooring, lighting and temperature, free from obstructions), adequate training in correct handling techniques.

**Correct lifting procedure**
Planning and preparation (plan the lift and route, assess the weight, size and temperature of load), lift (correct posture, hold object close to body), move load (hold close, clear visibility and proceed carefully), lower load (check positioning).

**Ways equipment can cause injuries**
Entanglement/entrapment, impact (eg from falling equipment), contact, ejection, faulty equipment, inappropriate use of equipment.

**Control measures**
Training in the use of equipment, PPE, safe working procedures, report faults.

**Types of hazardous substances**
Cleaning chemicals, cooking liquids, gases, gels and spirits.

**Control methods**
Training in the use of hazardous substances, personal protective equipment (PPE), safe working procedures, distribution of dangerous substances eg chemicals.
Main causes of fire and explosions
Electricity, electrical fault, gas leak, build up of gas, smoking, hot liquid/substances, tools or equipment with a naked flame.

Elements
Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).

Dangers
Electric shock, burns, fire, death.

Measures to prevent electricity dangers
Testing and maintenance of electrical equipment, use of qualified electricians, check cables and flex, use of correct fuses, circuit breakers, do not use faulty equipment, keep electrical equipment away from water.

Methods
Raise the alarm, switch off power, if possible, call for help (first aid, emergency services), follow legal requirements.

The functions of Personal Protective Equipment (PPE)
Protect the individual and control health hazards (eg gloves to protect hands or goggles when using hazardous substances).

Safety signs
Prohibition signs, fire fighting signs, mandatory signs, warning signs, hazard warning signs, safe signs.

Fire fighting equipment
Fire extinguishers, sand buckets, fire blankets.

Learning outcome
The learner will:
2 understand risk assessment in the workplace

Assessment criteria
The learner can:
2.1 define the term hazard
2.2 define the term risk
2.3 list the steps in the risks assessment process
2.4 identify the benefits of risk assessment
2.5 state the control measures for reducing risk
2.6 state the reasons for reporting accidents
2.7 outline the information to be recorded in the accident book.

Range
Hazard
Anything having potential to cause harm.

Risk
Likelihood of hazard causing actual harm.

Steps
Identify all hazards, identify who is at risk, evaluate risks, implement control measures, record the assessment, review of steps.

Benefits
Thorough evaluation of all significant hazards which prevent accidents and ill health, prioritise action which improves operational efficiency and financial savings, confidence in health and safety measures, legal compliance.

Control measures
Remove or eliminate hazards, separate or isolate worker from hazards, develop and use safe systems of work, training, instruction and supervision of workers, provide personal protection to minimise risk.

Reasons
Investigation to assess risks, analysis to determine the reasons, prevention to reduce risks.

Information
Date, time, name, brief description of accident, witnesses, action taken by whom, result.

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### Learning outcome

The learner will:

3. understand how to maintain a healthy and safe workplace

### Assessment criteria

The learner can:

3.1 identify the **features** in the **working areas** which will affect safe working practices
3.2 define **incident reporting**
3.3 outline the recording and control **procedures to be followed** when an accident occurs
3.4 state the methods of reporting an **emergency** situation
3.5 describe the **emergency procedure** to be followed in the event of a serious accident or incident.

### Range

#### Features

Design, layout, space and workflow, structure (floors, stairs, doors and windows), services (ventilation, heating, air-conditioning, lighting), maintenance and housekeeping.
**Working areas**
Kitchen, restaurant, bar, stores, surrounding areas.

**Incident reporting**
Reporting of verbal abuse, threats, assault, anything that could lead to a serious hazardous situation.

**Procedures to be followed**
The incident should be recorded, investigated, risk-assessed, control measures introduced, reviewed.

**Emergency**
Accident/incident that could result in serious injury or even death, fire, explosion.

**Emergency procedure**
Move the casualty from danger zone (if possible), seek help from competent first aider, contact emergency services, seek medical assistance urgently.
Unit 203  Food safety in catering

**UAN:** M/503/7578

**Level:** Level 2

**GLH** 20

**NLH** 30

**Aim:** The aim of this unit is to provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Note: learners will be expected to apply the working methods from this unit to all other units of the qualification. It is recommended that this unit is achieved by the learners at the beginning of the course.

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>1 understand food safety procedures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1 define food poisoning</td>
</tr>
<tr>
<td>1.2 define food hygiene</td>
</tr>
<tr>
<td>1.3 outline hazard analysis critical control points (HACCP) practices and procedures</td>
</tr>
<tr>
<td>1.4 identify key food safety records</td>
</tr>
<tr>
<td>1.5 state the key elements of a food safety policy</td>
</tr>
<tr>
<td>1.6 identify reporting procedures</td>
</tr>
<tr>
<td>1.7 state the key requirements of food safety legislation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HACCP practices and procedures</strong></td>
</tr>
<tr>
<td>Hazard analysis at all stages of food production, identification of control points and critical control points, control limits, corrective action, audit and validation/verification documentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training records, pest control records, temperature records – hot and cold refrigerator/freezer temperatures, cleaning records, rotation of stock records.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance on the following: personal hygiene, accident and sickness procedures, pest control, cleaning and disinfection, visitors’ policy.</td>
</tr>
</tbody>
</table>
### Reporting procedures
Accident, sickness, problems with pests, complaints and equipment failure.

### Key requirements
Personal hygiene practices, compliance with training policies, compliance with organisational policies and procedures, compliance with food safety legislation.

### Learning outcome
The learner will:
1. understand how to keep self clean and hygienic

### Assessment criteria
The learner can:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>describe the <strong>design features</strong> of protective clothing for food handlers</td>
</tr>
<tr>
<td>2.2</td>
<td>identify <strong>bad habits and poor hygiene practices</strong></td>
</tr>
<tr>
<td>2.3</td>
<td>identify <strong>resources/facilities and procedures</strong> for hand washing</td>
</tr>
<tr>
<td>2.4</td>
<td>list the most important <strong>times</strong> to wash hands</td>
</tr>
<tr>
<td>2.5</td>
<td>describe the <strong>advantages and disadvantages</strong> of wearing gloves</td>
</tr>
<tr>
<td>2.6</td>
<td>list <strong>reportable illnesses and infections</strong></td>
</tr>
<tr>
<td>2.7</td>
<td>explain the term <strong>carriers</strong></td>
</tr>
<tr>
<td>2.8</td>
<td>state the importance of being ‘<strong>fit for work</strong>’</td>
</tr>
<tr>
<td>2.9</td>
<td>describe the <strong>features</strong> of plasters suitable for use by food handlers</td>
</tr>
<tr>
<td>2.10</td>
<td>state the <strong>bacteria</strong> associated with open wounds.</td>
</tr>
</tbody>
</table>

### Range
#### Design features
No external pockets, press studs and Velcro rather than buttons, cover all own clothes, durable, easy to clean, preferably light coloured, long sleeves to protect arms.

#### Bad habits and poor hygiene practices
Eating/chewing, spitting, nail biting, scratching, smoking, infrequent cleaning of oneself and working environment, touching any part of the body.

#### Resources/facilities and procedures
Use of hot and cold running water, liquid anti-bacterial soap, disposable paper-towels, separate sink for hand washing, sanitiser.

#### Times
After touching face, coughing, sneezing, nose blowing, touching raw food or waste products, handling cleaning materials, after going to the toilet, after breaks, after smoking, between tasks to prevent cross-contamination, at the beginning of a shift, after handling money, after cleaning a wound, after touching any part of the body.
Advantages and disadvantages
Advantages: barrier for cuts, reduction of bacterial contamination, public perception.
Disadvantages: skin infection, cost, false sense of security ie gloves not changed frequently enough.

Reportable illnesses and infections
Diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upset, suspected food poisoning.

Carriers
Healthy: a person who carries the virus or bacteria without showing any symptoms.
Convalescent: recovering from the virus or bacteria and continues to be a carrier.

Fit for work
Fitness for work certificate/medical clearance.

Features
Non food coloured plaster, waterproof, metal strip.

Bacteria
Staphylococcus Aureus.

Learning outcome
The learner will:
3. Understand how to keep the working area clean and hygienic

Assessment criteria
The learner can:
3.1 identify different types of cleaning products and cleaning equipment
3.2 define a ‘clean as you go’ policy
3.3 identify the six stages of cleaning
3.4 state the key features of cleaning schedules
3.5 list different cleaning methods used for tools and equipment
3.6 describe the safety requirements for handling and storing chemicals
3.7 list the features of equipment and surfaces suitable for use in food handling areas
3.8 describe the ways in which waste should be stored and disposed of
3.9 describe the importance of keeping the waste storage area clean and tidy
3.10 list common types of food pests
3.11 identify signs of food pests
3.12 describe pest management reporting and control procedures
3.13 describe different pest proofing methods.
Range

Cleaning products
Detergent, sanitisers, disinfectant, sterilisers, bactericides.

Cleaning equipment
Mops, buckets, cloths, vacuum cleaner.

Six stages of cleaning
Pre-clean, main clean, rinse, disinfect, rinse, dry, double sink washing up method (pre clean, main clean using detergent, second sink to disinfect using chemicals or water at the correct temperature).

Key features
Who, what, where, why, when, how, safety measures.

Cleaning methods
Dismantling component parts before cleaning, washing, rinsing, drying, reassembling component parts after cleaning, cleaning procedures, correct usage of personal protective equipment (PPE), correct usage of chemicals, following manufacturer’s guidelines.

Tools and equipment
Knives, small utensils, medium and large scale equipment.

Safety requirements
Control of Substances Hazardous to Health, storage away from foods, storage in original containers, labelling, decanting, personal protective equipment (PPE), dilution, manufacturers’ instructions.

Features
Smooth, non-porous, inert, easily cleaned, non-toxic, no crevasses, resistant to corrosion.

Waste
Unfit food, non-food refuse, recycling.

Importance
To prevent odours, pests, bacteria growth.

Pests
Rodents, cockroaches, insects, domestic pets, birds.

Signs
Droppings, smell, smear marks, pupae cases, larvae, damaged/gnawed packaging, food spillages.

Control procedures
Environmental, design, proofing, physical, chemical.

Methods
Kick plates, bristle strips, self closing door, fly screens, building maintenance.
Learning outcome
The learner will:
4 know how to receive and store food safely

Assessment criteria
The learner can:
4.1 describe the checks that should be made when accepting deliveries of ambient, chilled or frozen foods
4.2 describe stock rotation systems
4.3 describe the difference between ‘best before’ and ‘use by dates’
4.4 identify the correct storage conditions for foods
4.5 state the reasons why certain foods require refrigeration
4.6 describe the methods of storing foods which prevent contamination by pests
4.7 identify the main categories of contamination
4.8 define the term cross contamination
4.9 describe ways of reducing cross contamination
4.10 describe the types of cross contamination
4.11 state the conditions for safe food storage
4.12 state the rules to observe when using probe thermometers
4.13 state best practice for thawing/defrosting foods
4.14 identify the documents used for recording food storage and temperature control.

Range

Checks
Damage, dates, quality, quantities, pest infestation, temperature.

Stock rotation systems
FIFO (first in first out), day dots, date systems, labelling.

Correct storage
Ambient: dry and well ventilated storeroom.
Chilled: store cooked and raw foods separately.
Frozen: store cooked and raw foods separately.
Optimum storage temperatures:
- ambient food: 14°C to 18°C
- chilled food: 1°C to 5°C (lower for fresh fish, 0°C to 3°C)
- frozen: -18°C to -22°C.

Reasons
To prevent spoilage bacteria from spoiling the food, prevent pathogenic bacteria growing on high risk foods.

Methods
Off floor, pest proof containers.
**Categories**  
Chemical, physical, microbiological, allergenic.

**Ways of reducing cross contamination**  
Colour coded systems, thorough cleaning procedures, separate area for preparation, cooking and storage, linear work flow, appropriate training.

**Types**  
Direct, indirect, drip.

**Conditions for safe food storage**  
Chilled and frozen food to be stored as soon as possible (best practice is within 15 minutes of delivery), covered, wrapped, in suitable containers, labelled, away from contaminants and strong odours.

**Rules**  
Disinfect probe before and after use, calibration of equipment.

**Best practice**  
Use of thawing cabinets, fridges, refrigerated rooms.

**Documents**  
Delivery monitoring form, fridge/freezer monitoring form, cooking/cooling record sheets.

**Learning outcome**  
The learner will:

5. know how to prepare cook hold and serve food safely

**Assessment criteria**  
The learner can:

5.1 list the **micro-organisms** associated with food poisoning  
5.2 identify **non-bacterial causes of food poisoning**  
5.3 state the usual **conditions** for bacterial growth  
5.4 identify different **types of high risk foods**  
5.5 describe **techniques** to prevent food poisoning during preparing, cooking and serving foods  
5.6 describe common **symptoms** of food poisoning  
5.7 identify the **people** most at risk from food poisoning  
5.8 identify common **food allergens** and **intolerances**  
5.9 identify **sources of physical contaminants**  
5.10 identify the temperatures at which most food poisoning microorganisms will grow rapidly, cease to multiply and die  
5.11 define the term **temperature danger zone**  
5.12 identify different **heat treatment processes**  
5.13 identify the **best practice for cooking and reheating food**
5.14 Identify the **best practice for chilling food**

5.15 Identify the **best practice for holding food**, hot and cold for service.

---

**Range**

**Micro-organisms**
Pathogens: Salmonella, clostridium perfringens, Bacillus cereus, clostridium botulinum, staphylococcus aureus, e-coli.
Food borne diseases: bacillary dysentery, typhoid/paratyphoid, listeria, campylobacter enteritis.
Spoilage organisms: harmless organisms, moulds, viruses, yeasts, toxins.

**Non-bacterial causes of food poisoning**
Metals, poisonous plants, chemicals, equipment, tampering, viruses.

**Conditions**
Warmth, food, moisture, time, pH balance.

**Types of high risk food**
Cooked meats, poultry, dairy products, cooked rice, stocks, sauces, fish, shellfish.

**Techniques**
Cleaning procedures, good personal hygiene, pest control, storage procedures, separate areas for preparation, cooking and storage.

**Symptoms**
Nausea, diarrhoea, vomiting, abdominal pain.

**People**
Young children, the elderly, sick, pregnant women, those with immune deficiency.

**Food allergens and intolerances**
Nuts, wheat, dairy, gluten, shellfish (seafood), fungus.

**Sources of physical contaminants**
People (eg hair, unwashed hands, jewellery), equipment (eg screws, broken parts), pests (eg droppings), premises (eg flaking paint), product (eg pieces of packaging).

**Temperature**
5 °C to 63°C.

**Heat treatment process**
Cooking, pasteurisation, sterilisation, ultra heat treatment, canning.

**Best practice for cooking and reheating food**
Cook and re-heat to core temperature of 75°C.

**Best practice for chilling food**
Chill hot food to under 5°C within recommended guideline of 90 minutes. Methods for chilling: blast chiller; freezer; stand/stir food over ice cold water; decant large quantities into smaller portions; do not mix hot with cold foods.
Best practice for holding food
Holding and Serving – cold: below 8°C, hot: above 63°C.
# Unit 206  Healthier foods and special diets

**UAN:** D/500/2681  
**Level:** Level 2  
**GLH:** 20  
**NLH:** 30  
**Aim:** The aim of this unit is to enable the candidate to develop knowledge and understanding of the importance of good health and the principles of a balanced diet and be able to apply best practice in the preparation, cooking and serving of dishes, to ensure that changes in nutritional value are minimised.

There is also an emphasis in this unit on special diets and their causes and effects on individuals. Best practice in the preparation, storage, cooking and serving of special diets is encouraged whilst developing an awareness of the responsibility of food providers to inform customers of the content of products or dishes.

## Learning outcome

The learner will:
1. understand the principle of balanced diets

## Assessment criteria

The learner can:

1.1 outline current local nutritional guidelines for a healthy diet
1.2 state the sources of essential nutrients
1.3 describe the impact of diet on health
1.4 describe the catering practices that help maintain the nutritional value of food.

## Range

### Nutritional guidelines

These are subject to change, however, the following sources are currently available:
- appropriate local guidelines.

### Sources

Food items – bread and other cereals, fruit and vegetables, dairy products, meat, fish, pulses, foods containing fat, foods containing sugar.

### Essential nutrients

Carbohydrates, starches, fibre, protein, fat (including fatty acids),
vitamins A, B, C, D, E, folic acid, calcium, iron.

**Impact**
Negative: heart disease, strokes, obesity, diabetes, malnutrition, tooth decay, high blood pressure.
Positive: lower cholesterol, reduce the risk of heart disease and obesity.

**Catering practices**
Preparation (eg trimming fat): use of healthier cooking methods (eg use of alternatives to fats and oils, or cooking methods that do not require the use of fats and oils, such as, steaming instead of boiling to preserve vitamins, grilling instead of frying); service minimal holding times.

**Learning outcome**
The learner will:
2. be able to prepare healthy and nutritionally balanced meals

**Assessment criteria**
The learner can:
2.1 outline the main features of special diets
2.2 describe the impact of special diets on health
2.3 describe catering practices to be considered when planning and providing meals for those on special diets.

**Range**

**Special diets**
Vegetarian, vegan, religious/cultural (kosher, halal), medically related, allergies and intolerance, life stages (eg Children, expectant mothers, and elderly).

**Impact**
Negative: lack of nutrients, rickets, anaemia, insomnia, irritability, hair loss, poor appetite.
Positive: lower cholesterol, reduced risk of heart disease and obesity.

**Catering practices**
Interpreting information on labels, adjusting menus and recipes, substitution of ingredients, separation of food items and equipment, clear labelling of food, communication with staff and customers, providing a balanced healthy diet.

**Learning outcome**
The learner will:
3. prepare healthy and nutritionally balanced meals

**Assessment criteria**
The learner can:
3.1 plan menus to suit special dietary requirements
3.2 provide **dietary advice** on the menu for good health or dietary choice lifestyles.

3.3 **adapt recipes** to take account of special diets.

3.4 prepare and cook balanced meals for different special dietary requirements avoiding **destruction of nutrients**.

<table>
<thead>
<tr>
<th><strong>Range</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Special dietary requirements</strong></td>
</tr>
<tr>
<td>Young, old, pregnant woman, religious and cultural beliefs, allergies, heart disease, diabetic, celiac, obese, vegetarians, vegans.</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Dietary advice</strong></th>
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</thead>
<tbody>
<tr>
<td>Low fat, salt sugar diets, those likely to cause allergic reactions, religious beliefs, health choices, vegetarianism, vegans.</td>
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<table>
<thead>
<tr>
<th><strong>Adapt recipes</strong></th>
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<tbody>
<tr>
<td>Reduced fats, sugars, salt, refined foods, add more seasoning, use alternative produce, yeast extracts, tofu, soya sauce, animal food replacements.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Destruction of nutrients</strong></th>
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</thead>
<tbody>
<tr>
<td>During storage: methods of storage, temperatures, humidity, time in storage.</td>
</tr>
<tr>
<td>During preparation: soaking in water, cutting.</td>
</tr>
<tr>
<td>During cooking: overcooking, incorrect temperatures.</td>
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<tr>
<td>During holding: prolonged holding, incorrect temperatures.</td>
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Unit 207  Prepare, cook and finish stocks, soups and sauces

<table>
<thead>
<tr>
<th>UAN:</th>
<th>Y/503/7851</th>
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<tbody>
<tr>
<td>Level:</td>
<td>Level 2</td>
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<tr>
<td>GLH:</td>
<td>40</td>
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<td>NLH:</td>
<td>60</td>
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**Aim:** Stocks, soups and sauces are the key building blocks of many dishes and an understanding of them is essential for any chef. The aim of this unit is to equip learners with the knowledge and skills required to prepare, cook and store stocks, soups and sauces.

**Learning outcome**

The learner will:

1. understand how to prepare, cook and finish stocks

**Assessment criteria**

The learner can:

1.1 describe different types of stock and their use
1.2 describe different preparation, cooking and finishing methods for stock
1.3 state the cooking time for different types of stock
1.4 list the quality points of finished stock
1.5 state the correct chilling and storage procedures for prepared stock.

**Range**

**Types of stock**

White (beef, veal, chicken, fish/shellfish, vegetable, game), brown (beef, veal, chicken, game), convenience products (court bouillon, glazes).

**Methods**

Preparing: washing, re-washing, cutting, chopping, blanching, browning
Cooking and finishing: simmering, skimming, straining, chilling.

**Quality points of finished stock**

Colour and appearance, consistency, seasoning, temperature.

**Chilling and storage procedures**

Chill quickly, temperature, date, labelling, covering, position in the fridge, stock rotation.
Learning outcome
The learner will:
2. be able to prepare, cook and finish stocks

Assessment criteria
The learner can:
2.1 select tools and equipment that are clean and fit for purpose
2.2 select appropriate ingredients for type of stock being prepared
2.3 select ingredients that are of the correct quality and quantity for recipe
2.4 prepare, cook and finish stock using appropriate methods
2.5 store stock not for immediate use
2.6 comply with personal hygiene and safety standards
2.7 plan work, estimate time and cost dishes for all procedures.

Range
Tools and equipment
Knives, chopping boards, stock pots, jugs, utensils, strainers, stove, hot plates.

Ingredients
Bones (meat, poultry, fish, shellfish, game), vegetables, flavourings (herbs and spices; bouquet garni), liquids (water, wine).

Types of stock
White (beef, veal, chicken, fish/shellfish, vegetable, game), brown (beef, veal, chicken, game), convenience products (court bouillon, glazes).

Methods
Preparing: washing, re-washing, cutting, chopping, blanching, browning
Cooking and finishing: simmering, skimming, straining, chilling.

Learning outcome
The learner will:
3. understand how to prepare, cook and finish soups

Assessment criteria
The learner can:
3.1 describe different types of soups
3.2 describe methods used to clarify soups
3.3 describe different finishing methods for soups
3.4 state the correct storage procedures for prepared soups.

Range
Types of soup
Velouté (cream), potage (eg minestrone, french onion), chowder (fish/shellfish, corn), bisque, chilled (gaspacho, vichyssoise), purée (eg
Finishing methods
Finish soup by thickening (liaison, cornflour, butter, cream, wines, fortified wines), garnishes (herbs, spices, vegetables, cream)
Accompaniments: croutons, parmesan, sippets.

Storage procedures
Chill quickly, temperature, date, labelling, covering, position in the fridge, stock rotation.

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<thead>
<tr>
<th>Learning outcome</th>
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<tr>
<td>The learner will:</td>
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<tr>
<td>4 be able to prepare, cook and finish soups</td>
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<tr>
<th>Assessment criteria</th>
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<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>4.1 select <strong>tools and equipment</strong> that are clean and fit for purpose</td>
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<tr>
<td>4.2 select appropriate ingredients for the <strong>soup</strong> being prepared</td>
</tr>
<tr>
<td>4.3 select ingredients that are of the correct quality and quantity for recipe</td>
</tr>
<tr>
<td>4.4 prepare, cook and finish soups using appropriate <strong>methods</strong></td>
</tr>
<tr>
<td>4.5 store soups not for immediate use</td>
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<tr>
<td>4.6 comply with personal hygiene and safety standards</td>
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<tr>
<td>4.7 plan work and estimate time realistically for all procedures</td>
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<tr>
<th>Range</th>
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<tbody>
<tr>
<td><strong>Tools and equipment</strong></td>
</tr>
<tr>
<td>Knives, chopping boards, cutting equipment, saucepan, mixers, liquidisers, utensils (including strainers), stoves, hot plates, fridge.</td>
</tr>
</tbody>
</table>

**Types of soup**
Velouté (cream), potage (eg minestrone, french onion), chowder (fish/shellfish, corn), bisque, chilled (gaspacho, vichyssoise), purée (eg lentil, potato, vegetable), broth (scotch, mutton) consommé.

**Methods**
Preparing: washing, cutting, chopping,
Cooking and finishing: simmering, skimming, straining, chilling.

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<th>Learning outcome</th>
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<tr>
<td>The learner will:</td>
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<tr>
<td>5 understand how to prepare, cook and finish sauces</td>
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<tr>
<th>Assessment criteria</th>
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<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>5.1 describe different <strong>types of sauces</strong></td>
</tr>
<tr>
<td>5.2 describe different <strong>finishing methods</strong> for sauces</td>
</tr>
</tbody>
</table>
5.3 state the correct **storage procedures** for prepared sauces.

**Range**

**Types of sauces**
white roux (béchamel derivatives), blond roux (veloute derivatives), brown roux (brown sauce derivatives), reductions (wine, cream), glazes, roast (jus)(meat), Emulsified (hollandaise derivatives, beurre blanc, mayonnaise).

**Finishing methods**
Adjust consistency (use of reduction, roux, beurre manie, breadcrumbs/rice, butter, powdered starch/thickening agents, liaison) and flavour (eg add cream, egg yolks, butter, pulses, seasoning), garnish.

**Storage procedures**
Chill quickly, temperature, date, labelling, covering, position in the fridge, stock rotation.

**Learning outcome**
The learner will:
6 be able to prepare, cook and finish sauces

**Assessment criteria**
The learner can:
6.1 select **tools and equipment** that are clean and fit for purpose
6.2 select appropriate ingredients for the **sauce** being prepared
6.3 select ingredients that are of the correct quality and quantity for recipe
6.4 prepare, cook and finish sauces using appropriate **methods**
6.5 store sauces not for immediate use
6.6 comply with personal hygiene and safety standards
6.7 plan work and estimate time realistically for all procedures.

**Range**

**Tools and equipment**
Chopping boards, knives, saucepans, spoons/spatulas, strainers, ladles, whisks, Bain Marie, stove, hot plate fridge.

**Sauce**
white roux (béchamel derivatives), blond roux (veloute derivatives) brown roux (brown sauce derivatives), reductions (wine, cream), glazes, roast (jus)(meat), Emulsified (hollandaise derivatives, beurre blanc, mayonnaise).

**Methods**
Preparing: cutting, chopping, grating, browning.
Cooking and finishing: simmering, skimming, passing and straining, chilling.
**Unit 208  Prepare, cook and finish fish and shellfish dishes**

**UAN:** D/503/7852

**Level:** Level 2

**GLH** 40

**NLH** 60

**Aim:** The aim of this unit is to provide learners with a sound, rounded experience in preparing and cooking fish and shellfish dishes. They will learn to recognise the quality points of fish and shellfish with emphasis on safe and hygienic practices when preparing and cooking fish and shellfish. The unit focuses on the production of dishes, using suitable tools and equipment enabling learners to demonstrate the process of preparing, cooking and producing finished dishes using a range of commodities and ingredients.

**Learning outcome**

The learner will:

1. understand how to prepare, cook and finish fish and shellfish dishes

**Assessment criteria**

The learner can:

1.1 identify different types of fish and shellfish

1.2 describe the quality points of fish and shellfish

1.3 describe different cuts of fish

1.4 list different preparation methods for fish and shellfish

1.5 list different cooking methods for fish and shellfish

1.6 identify different sauces used in the finishing of dishes

1.7 describe different preservation methods for fish and shellfish

1.8 state the correct storage procedures for prepared fish and shellfish prior to cooking

1.9 identify local endangered species of fish and shellfish that should not be used.

**Range**

**Fish**

Fresh water, sea water oily, sea water white round, sea water white flat.

**Shellfish**

Crustacean – crab, lobster, shrimp, crawfish, scampi.

Mollusca

Univalve - limpets, whelks winkles, tower shells, tusk shells

Bivalve – cockles, scallops mussels, oyster, razor clams, carpet shells, paddocks.
Cephalopod molluscs (squid, octopus, cuttlefish).

Quality points
Fish: smell, appearance, scales, skin, eyes, gills, flesh.
Shellfish: alive/cooked, weight, colour, signs of damage, closed, free from barnacles and mud, smell.

Cuts of fish
Darne, Tronçon, Fillets, Suprême, Délice, Goujons, Goujonette, Paupiettes, Plaited (en tresse).

Preparation methods
Fish - trimming (may include removal of guts, eyes, gills, fins and scales), cleaning, gutting and leaving whole, skinning, filleting (removal of fish from bone), stuffing, wrapping, coating/crumbing
Shellfish - washing clean, boiling, removing meat from claws, body, legs and shell (eg crab), purging, removing barnacles, byssus threads (eg mussels), removing beak and transparent bone (eg squid).

Cooking methods
Roasting, grilling, frying (shallow, deep, stir fry), baking, stewing, poaching, braising, steaming.

Preservation methods
Chilling, vacuum packing, freezing, salting, brining, pickling, smoking, drying.

Storage
Temperature, date, labelling, covered, position in fridge, stock rotation.

Learning outcome
The learner will:
2 be able to prepare, cook and finish fish and shellfish dishes

Assessment criteria
The learner can:
2.1 select tools and equipment that are clean and fit for purpose
2.2 select appropriate ingredients for fish and shellfish dishes being prepared
2.3 select fish and shellfish that is of the correct quality and quantity for recipe
2.4 prepare fish and shellfish according to dish requirements
2.5 cook fish and shellfish using appropriate method monitoring quality points and making adjustments as required
2.6 finish fish and shellfish using appropriate method to recipe requirements
2.7 store fish and shellfish not for immediate use
2.8 comply with personal hygiene and safety standards
2.9 plan work and estimate time realistically for all procedures.
**Range**

| Tools and equipment | Knives or cutting equipment, boards, trays, bowls, pans trays spatulas, whisks, strainers, tongs, ladles, Bain Marie, stoves, grills (over and under) ovens, fryer, hot plate cold and frozen storage. |

| Ingredients | Fish, shellfish, vegetables, fats, herbs, spices, salt, marinades, stocks, dairy products (cream). |

| Fish | Fresh water, sea water oily, sea water white round, sea water white flat. |


| Quality points | Fish: smell, appearance, scales, skin, eyes, gills, flesh. Shellfish: alive/cooked, weight, colour, signs of damage, closed, free from barnacles and mud, smell. |

| Preparation methods | Fish: trimming (may include removal of guts, eyes, gills, fins and scales), cleaning, gutting and leaving whole, skinning, filleting (removal of fish from bone), cuts according to dish requirements (Darne, Tronçon, Fillets, Suprême, Déllice, Goujons, Goujonette, Paupiettes, Plaited (en tresse), stuffing, wrapping, coating. Shellfish: washing clean, boiling, removing meat from claws, body, legs and shell (eg crab), purging, removing barnacles, byssus threads (eg mussels), removing beak and transparent bone (eg squid). |

| Cooking | Roasting, grilling, frying (shallow, deep, stir fry), baking, stewing, poaching, braising, steaming. |

| Finishing | Fish: garnishing, coating with sauces (hot and cold), combining with other ingredients, adjusting flavour. Shellfish: adding sauce (cold sauce, hot sauce), adding vegetables, fruit, rice, pasta, garnish, accompaniments. |

| Store | Temperature, date, labelling, covered, position in the fridge, stock rotation. |
Unit 209  Prepare, cook and finish meat, poultry and offal

UAN:     H/503/7853
Level:   Level 2
GLH     100
NLH     110
Aim:     The aim of this unit is to provide learners with a rounded experience in preparing and cooking meat, poultry and offal dishes. They will learn to recognise the quality points of meat, poultry and offal with emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking. The unit focuses on the production of dishes, using suitable tools and equipment and producing finished dishes using a range of commodities and ingredients.

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<thead>
<tr>
<th>Learning outcome</th>
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<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>1    understand how to prepare, cook and finish meat, poultry and offal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1 identify different types of meat, poultry and offal</td>
</tr>
<tr>
<td>1.2 describe the quality points of meat, poultry and offal</td>
</tr>
<tr>
<td>1.3 identify different cuts of meat and poultry</td>
</tr>
<tr>
<td>1.4 list different preparation methods for meat, poultry and offal</td>
</tr>
<tr>
<td>1.5 list different cooking methods for meat, poultry and offal</td>
</tr>
<tr>
<td>1.6 describe different types of flavourings used for cooking meat, poultry and offal</td>
</tr>
<tr>
<td>1.7 describe different preservation methods for meat, poultry and offal</td>
</tr>
<tr>
<td>1.8 state the correct storage procedures for prepared meat, poultry and offal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>Meat</td>
</tr>
<tr>
<td>Red meat (beef, lamb), white meat (veal, pork), local varieties.</td>
</tr>
<tr>
<td>Poultry</td>
</tr>
<tr>
<td>Chicken, turkey, guinea fowl, duck, goose, local varieties.</td>
</tr>
<tr>
<td>Offal</td>
</tr>
<tr>
<td>Liver, kidneys, other (eg tongue, tail, sweetbreads, heart), local varieties.</td>
</tr>
</tbody>
</table>

| Quality points |
Meat: compaction, texture, smell, colour, marbling, fat, bone, age, grading.
Poultry: aroma, freshness, type, damage, colour, temperature, texture, water content, compaction.
Offal: texture, smell, colour, fat, bone if applicable.

**Cuts**
Poultry: whole (roast), breasts, legs (eg confit), cut for sauté, suprêmes, thighs, drumstick, escalopes, strips/dice, flat (grill eg spatchcock).
Meat: beef (sirloin, fillet, rump, foreribs, topside, chuck); lamb (leg, shoulder, loin, rack/best end); pork (loin, leg, shoulder, fillet, belly); bacon (back, streaky, gammon); veal (cushion, loin, cutlets, escalopes).
Local variations: as appropriate.

**Preparation methods**
*Meat*: skinning (eg best ends of lamb, shoulder of lamb), trimming (eg bones, fat and removal of connective tissue/elastin), slicing (eg stir fries), dicing (eg pies, pasties, stews, sautés), mincing (eg bitocks, forcemeats), stuffing (eg shoulder of lamb), tying/securing (eg beef olives).
*Poultry*: skinning (eg breast chicken/duck), trimming (eg bones/fat/sinus), boning legs of poultry, slicing, (eg stir fry), dicing (eg pies), mincing (eg forcemeats), stuffing neck cavities, trussing.
*Offal*: skinning (eg liver, kidneys, oxtail), boning (eg tongue, trotters, de-segmenting oxtail), trimming (eg fat, gristle, tubes, remove bile), slicing, dicing (eg pies, suet puddings), grinding (eg fine pâtés), mincing (eg pâtés, faggots), stuffing (eg hearts, kidneys), tying/securing (eg hearts, kidneys).

**Cooking methods**
*Meat*:
- **Dry**: roasting (eg best ends of lamb, rolled and stuffed breast of pork), grilling (eg pork chops, rib eye steaks, kebabs), shallow frying (eg stir fried beef, pork escalopes, lamb medallions), deep frying (eg croquettes, tempuras, samosas), baking (eg pies, savoury pastries).
- **Wet**: boiling (fresh and salted – eg silverside of beef, hocks of bacon), cooking bones (eg stocks), poaching (eg fillet of beef), steaming (eg terrines), stewing (eg navarins, ragoûts, blanquettes, fricassées, curries, chilli con carne), braising (eg beef olives, carbonades, hot pots, casseroles combination (hams)).

*Poultry*:
- **Dry**: roasting (eg whole poultry), grilling (eg flatten chicken, kebabs), shallow frying (eg escalopes, suprêmes (pâné), chicken sauté), deep frying (eg southern fried, croquettes), baking (eg chicken and ham pies).
- **Wet**: poaching (eg chicken suprêmes), stewing (eg fricasses, curries), braising (eg duck legs).

*Offal*:
- **Dry**: grilling (eg kebabs - lambs liver, lambs kidneys), shallow frying (eg kidneys, liver, veal liver), baking (eg steak and kidney pies, pasties, pâtés), use of Bain Marie.
- **Wet**: boiling (eg tongue, tripe), poaching, steaming (eg steak and
kidney puddings, terrines); braising (eg casseroles - hearts, oxtail, ox liver, ox tongue).

Flavourings
Herbs, seasonings, spices, vegetables, fruits, nuts, mixed spice pastes, purées, marinades (wines, vinegars, oils, herbs, spices/yoghurt, lemon juice, herbs, spices/soy sauce based).

Preservation methods
Chilling, freezing, vacuum packing, salting, canning, pickling, smoking, drying.

Storage procedures
Temperature (fresh/frozen), date, labelling, covered, position in the fridge, stock rotation.

Learning outcome
The learner will:
2 be able to prepare, cook and finish meat, poultry and offal

Assessment criteria
The learner can:
2.1 select tools and equipment required that are clean and fit for purpose
2.2 select appropriate ingredients for meat, poultry and offal dishes being prepared
2.3 select meat, poultry and offal that is of the correct quality and quantity for recipe
2.4 prepare meat, poultry and offal using appropriate methods according to dish requirements
2.5 cook meat, poultry and offal using appropriate methods monitoring quality points and making adjustments as required
2.6 finish meat, poultry and offal using appropriate method to recipe requirements
2.7 store meat, poultry and offal not for immediate use
2.8 comply with personal hygiene and safety standards
2.9 plan work and estimate time realistically for all procedures.

Range
Tools and equipment
Knives, boards, trays, bowls, pans, trays, spatulas, whisks, strainer, tongs, spoon ladles, knives, Bain Marie, stoves, grills (over and under fired), ovens, fryer, hot plates, cold and frozen storage.

Meat
Red meat (beef, lamb), white meat (veal, pork), local varieties.

Poultry
Chicken, turkey, guinea fowl, duck, goose, local varieties.
### Offal
Liver, kidneys, other (e.g., tongue, tail, sweetbreads, heart), local varieties.

### Quality points
Meat: compaction, texture, smell, colour, marbling, fat, bone, age.
Poultry: aroma, freshness, type, damage, colour, temperature, texture, water content, compaction.
Offal: texture, smell, colour, fat, bone if applicable.

### Preparation methods
Meat: skinning (e.g., best ends of lamb, shoulder of lamb), trimming (e.g., bones, fat and removal of connective tissue/elastin), slicing (e.g., stir fries), dicing (e.g., pies, pasties, stews, sautés), mincing (e.g., forcemeats), stuffing (e.g., shoulder of lamb), tying/securing (e.g., beef olives).
Poultry: skinning (e.g., breast chicken/duck), trimming (e.g., bones/fat/sinus), boning legs of poultry, slicing, (e.g., stir fry), dicing (e.g., pies), mincing (e.g., forcemeats), stuffing neck cavities, trussing.
Offal: skinning (e.g., liver, kidneys, oxtail), boning (e.g., tongue, trotters, de-segmenting oxtail), trimming (e.g., fat, gristle, tubes, remove bile), slicing, dicing (e.g., pies, suet puddings), grinding (e.g., fine pâtés), mincing (e.g., pâtés, faggots), stuffing (e.g., hearts, kidneys), tying/securing (e.g., hearts, kidneys).

### Cooking methods
Meat:
- **Dry**: roasting (e.g., best ends of lamb, rolled and stuffed breast of pork), grilling (e.g., pork chops, rib eye steaks, kebabs), shallow frying (e.g., stir fried beef, pork escalopes, lamb medallions), deep frying (e.g., croquettes, tempuras, samosas), baking (e.g., pies, savoury pastries).
- **Wet**: boiling (fresh and salted – e.g., silverside of beef, hocks of bacon), cooking bones (e.g., stocks), poaching (e.g., fillet of beef), steaming (e.g., terrines), stewing (e.g., navarins, ragoûts, blanquettes, fricassées, curries, chilli con carne), braising (e.g., beef olives, carbonades, hot pots, casseroles combination (hams)).

Poultry:
- **Dry**: roasting (e.g., whole poultry), grilling (e.g., flatten chicken, kebabs), shallow frying (e.g., escalopes, suprêmes (pané), chicken sauté), deep frying (e.g., southern fried, croquettes), baking (e.g., chicken and ham pies).
- **Wet**: poaching (e.g., chicken suprêmes), stewing (e.g., fricassées, curries), braising (e.g., duck legs).

Offal:
- **Dry**: grilling (e.g., kebabs - lambs liver, lambs kidneys), shallow frying (e.g., kidneys, liver, veal liver), baking (e.g., steak and kidney pies, pasties, pâtés), use of Bain Marie.
- **Wet**: boiling (e.g., tongue, tripe), poaching, steaming (e.g., steak and kidney puddings, terrines), braising (e.g., casseroles - hearts, oxtail, ox liver, ox tongue).

### Finish
Skim, adjust (seasoning, consistency), texture, temperature, garnish.
Store
Temperature (fresh/frozen), date, labelling, covered, position in the fridge, stock rotation.
Unit 210  Prepare, cook and finish vegetables, fruit and pulses

UAN: K/503/7854
Level: Level 2
GLH 50
NLH 70
Aim: The aim of this unit is to enable the learner to develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking vegetables, fruit and pulses to produce dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge.

Learning outcome

The learner will:
1. understand how to prepare, cook and finish vegetable, fruit and pulse dishes

Assessment criteria

The learner can:
1.1 identify different types of vegetables, fruit and pulses
1.2 describe the quality points of vegetables, fruit and pulses
1.3 identify different cuts used in the preparation of fruit and vegetables
1.4 list different preparation methods for vegetables, fruit and pulses
1.5 list different cooking methods for vegetables, fruit and pulses
1.6 describe different types of flavourings used for cooking vegetables, fruit and pulses
1.7 describe different preservation methods for vegetables, fruit and pulses
1.8 state the correct storage procedures for prepared vegetables, fruit and pulses.
<table>
<thead>
<tr>
<th>Range</th>
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**Vegetables**
Root, bulb, tuber, leaf, brassica, pods (fresh, dried – pulses), seed, nuts, vegetable fruit, stems/shoots, flower, fungi, vegetable protein (eg soya, tofu, tempeh), seaweed, sea vegetable.

**Fruit**
Soft, hard, stoned, tropical.

**Pulses**
Beans, peas, lentils.

**Quality points**
Clean, undamaged, mould free, firm and crisp, good colour, size/shape, age and tenderness.

**Cuts**
Jardiniere, Macedoine, Julienne, Mirepoix, Paysanne, Brunoise.

**Preparation methods**
Vegetables and fruit: washing, re-washing, peeling, trimming, scraping, shaping, dicing, slicing, cutting, chopping, grating, crushing, scoring, shredding, de-seeding, stuffing, layering, mixing, blanching, soaking, seasoning, piping, shaping, marinating, tying and portioning, flavouring.
Pulses: picking out (eg stones), washing, re-washing, soaking, boiling, draining, cooking, frying, flavouring.

**Cooking methods**
Dry: roasting, grilling, frying (deep, shallow, stir fry).
Wet: boiling, steaming, stewing, braising.

**Flavourings**
Herbs, seasonings, spices, nuts, mixed spice pastes, purées, marinades (wines, vinegars, oils, herbs, spices/yoghurt, lemon juice, herbs, spices/soy sauce based), fruit syrups.

**Preservation methods**
Pickling, canning, freezing, chilling, vacuum packing, drying, candying.

**Storage procedures**
Temperature, date, labelling, covering, position in the fridge, stock rotation.
### Learning outcome

The learner will:

2. be able to prepare, cook and finish vegetable, fruit and pulse dishes

### Assessment criteria

The learner can:

2.1 select **tools and equipment** required that are clean and fit for purpose

2.2 select appropriate **ingredients** for vegetable, fruit and pulse dishes being prepared

2.3 select **vegetables, fruit and pulses** that are of the correct **quality** and quantity for recipe

2.4 prepare vegetables, fruit and pulses using appropriate methods according to dish requirements

2.5 **cook** vegetables, fruit and pulses using appropriate methods monitoring quality points and making adjustments as required

2.6 **finish** vegetables, fruit and pulses using appropriate method to recipe requirements

2.7 **store** vegetables, fruit and pulses not for immediate use

2.8 comply with personal hygiene and safety standards

2.9 plan work and estimate time realistically for all procedures.

### Range

#### Tools and equipment

Knives/cutting equipment, boards, trays, bowls, graters, mandolin, fryers, pots, sauce pans, braising pots, utensils.

#### Ingredients

Vegetables: stuffings/duxelles, rice, nuts, fruit, herbs, spices, oils, coatings (milk flour/flour egg breadcrumb batters), wrappings (eg filo pastry).

Fruit: syrups/stocks (wine, water, syrup), wrappings (eg filo pastry)

Pulses: fats (oil, ghee) spices, herbs, stock, sauces, vegetables, meat.

#### Vegetables

Root, bulb, tuber, leaf, brassica, pods (fresh, dried – pulses), seed, nuts, vegetable fruit, stems/shoots, flower, fungi, vegetable protein (eg soya, tofu, tempeh), seaweed, sea vegetable.

#### Fruit

Soft, hard, stoned, tropical.

#### Pulses

Beans, peas, lentils.

#### Quality points

Clean, undamaged, mould free, firm and crisp, good colour, size/shape, age and tenderness.
### Preparation methods
Vegetables and fruit: washing, re-washing, peeling, trimming, scraping, shaping, dicing, slicing, cutting, chopping, grating, crushing, scoring, shredding, de-seeding, stuffing, layering, mixing, blanching, soaking, seasoning, piping, shaping, marinating, tying and portioning, flavouring
Pulses: picking out (eg stones), washing, re-washing, soaking, boiling, draining, cooking, frying, flavouring.

### Cooking methods
Dry: roasting, grilling, frying (deep, shallow, stir fry).
Wet: boiling, steaming, stewing, braising.

### Finishing methods
Adjust (seasoning, consistency), gratinate, glaze, temperature, garnish.

### Store
Temperature, date, labelling, covering, position in the fridge, stock rotation.
Unit 211  Prepare, cook and finish rice, grain, farinaceous products and egg dishes

UAN: M/503/7855
Level: Level 2
GLH 20
NLH 30
Aim: The aim of this unit is to enable the learners to develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking rice, grains, farinaceous products and egg dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge. Throughout this unit learners will be expected to demonstrate safe and hygienic working practices.

Learning outcome
The learner will:
1 understand how to prepare, cook and finish rice

Assessment criteria
The learner can:
1.1 describe different types of rice and their use
1.2 list different preparation methods for rice
1.3 list different cooking methods for rice
1.4 state the correct storage procedures for prepared rice dishes.

Range
Rice
Long grain (brown and white, Basmati, wild rice), short grain (eg Arborio, Carnaroli), glutinous rice (white and black).

Preparation methods
Picking, washing, soaking, rewashing, sweating, coating, boiling, straining, chilling, mixing, rolling, cutting, stuffing (eg Sushi).

Cooking methods
Boiling, steaming, braising, stewing, frying (stir, shallow, deep), gratinating.

Storage procedures
Temperature, labelling, covering, position in the fridge, stock rotation.
<table>
<thead>
<tr>
<th>Learning outcome</th>
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</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>2</td>
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<tr>
<td>2 be able to prepare, cook and finish rice</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td>2.1</td>
</tr>
<tr>
<td>2.1 select <strong>tools and equipment</strong> that are clean and fit for purpose</td>
<td></td>
</tr>
<tr>
<td>2.2 select appropriate ingredients for <strong>rice</strong> dish being prepared</td>
<td></td>
</tr>
<tr>
<td>2.3 select <strong>ingredients</strong> that are of the correct quality and quantity for recipe</td>
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<tr>
<td>2.4 prepare <strong>rice</strong> using appropriate methods according to dish requirements</td>
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<tr>
<td>2.5 <strong>cook</strong> rice using appropriate methods monitoring <strong>quality points</strong> and making adjustments as required</td>
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</tr>
<tr>
<td>2.6 finish <strong>rice</strong> dishes using appropriate methods to recipe requirements</td>
<td></td>
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<tr>
<td>2.7 store <strong>rice</strong> dishes not for immediate use</td>
<td></td>
</tr>
<tr>
<td>2.8 comply with personal hygiene and safety standards</td>
<td></td>
</tr>
<tr>
<td>2.9 plan work, estimate time, and cost dishes realistically for all procedures</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools and equipment</strong></td>
<td></td>
</tr>
<tr>
<td>Knives, boards, utensils, trays, bowls, pans, trays, stoves, ovens, fryers, woks, hot plates, fridges and freezers.</td>
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</tr>
<tr>
<td><strong>Ingredients</strong></td>
<td></td>
</tr>
<tr>
<td>Herbs, spices, sauces, flavourings, vegetables, meat, poultry, fish, shellfish, eggs, vegetable proteins, fruits, dairy products, nuts, seeds.</td>
<td></td>
</tr>
<tr>
<td><strong>Rice</strong></td>
<td></td>
</tr>
<tr>
<td>Long grain (brown and white, Basmati, wild rice), short grain (eg Arborio, Carnaroli), glutinous rice (white and black).</td>
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</tr>
<tr>
<td><strong>Prepare</strong></td>
<td></td>
</tr>
<tr>
<td>Picking, washing, soaking, rewashing, sweating, coating, boiling, straining, chilling, mixing, rolling, cutting, stuffing (eg Sushi).</td>
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</tr>
<tr>
<td><strong>Cook</strong></td>
<td></td>
</tr>
<tr>
<td>Boiling, steaming, braising, stewing, frying (stir, shallow, deep), gratinating.</td>
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</tr>
<tr>
<td><strong>Quality points</strong></td>
<td></td>
</tr>
<tr>
<td>Texture, moisture.</td>
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<tr>
<td><strong>Finish</strong></td>
<td></td>
</tr>
<tr>
<td>Adjusting (seasoning, consistency), shaping, moulding, de moulding, portioning, garnishing.</td>
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</tr>
</tbody>
</table>
### Learning outcome
The learner will:
3. understand how to prepare, cook and finish grains

### Assessment criteria
The learner can:
3.1 describe different types of grains and their uses
3.2 list different preparation methods for grains
3.3 list different cooking methods for grains
3.4 state the correct storage procedures for prepared grain dishes.

<table>
<thead>
<tr>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>Grains</td>
</tr>
<tr>
<td>Barley, wheat (semolina, cous cous, cracked wheat, bulgur), buckwheat, quinoa, oats, millet, rye, corn/maize.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washing, rewashing, soaking, mixing, chilling, saucing, grinding, seasoning.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooking methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boiling, baking, braising, stewing, frying (stir, shallow, deep), gratinating.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Storage procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperature, labelling, covering, position in the fridge, stock rotation.</td>
</tr>
</tbody>
</table>

### Learning outcome
The learner will:
4. be able to prepare, cook and finish grains

### Assessment criteria
The learner can:
4.1 select tools and equipment that are clean and fit for purpose
4.2 select appropriate ingredients for grain dish being prepared
4.3 select ingredients that are of the correct quality and quantity for recipe
4.4 prepare grains using appropriate methods according to dish requirements
4.5 cook grains using appropriate methods monitoring quality points and making adjustments as required
4.6 finish grain dishes using appropriate methods to recipe requirements
4.7 store grain dishes not for immediate use
4.8 comply with personal hygiene and safety standards during practical
4.9 plan work, estimate time and cost dishes realistically for all procedures.
Range

Tools and equipment
Knives, boards, utensils, trays, bowls, pans, trays, stoves, ovens, fryer, wok, hot plates, fridges and freezers.

Ingredients
Sauces (eg béchamel, veloutés, jus-lie derivatives, meat, tomato, pesto), vegetables, meat, dairy products, herbs, spices.

Grains
Barley, wheat (semolina, cous cous, cracked wheat, bulgur), buckwheat, quinoa, oats, millet, rye, corn/maize.

Prepare
Washing, rewashing, soaking, mixing, chilling, saucing, grinding, seasoning.

Cook
Boiling, baking, braising, stewing, frying (stir, shallow, deep), gratinating.

Quality points
Texture, moisture.

Finish
Adjusting (seasoning, consistency), shaping, moulding, de moulding, portioning, garnishing.

Store
Temperature, labelling, covering, position in the fridge, stock rotation.

Learning outcome
The learner will:
5 understand how to prepare, cook and finish farinaceous products

Assessment criteria
The learner can:
5.1 describe different types of farinaceous products and their use
5.2 list different preparation methods for farinaceous products
5.3 list different cooking methods for farinaceous products
5.4 state the correct storage procedures for farinaceous products.

Range

Types of farinaceous products
Pasta (fresh, dried, filled, stuffed, varied shapes (eg Rigatoni, Cannelloni, Spaghetti, Linguini, Twists or Rotini, Farfelle, Vermicelli, Penne, Orzo), gnocchi, blini, tortilla, dumplings, noodles, pancakes.
**Preparation methods**
Mixing, rolling, cutting, stuffing, filling, combining ingredients, straining, refreshing, chilling.

**Cooking methods**
Boiling, baking, frying, steaming, poaching, gratinating.

**Finishing methods**
Adjusting (seasoning, consistency), shaping, moulding, de moulding, portioning, garnishing.

**Storage procedures**
Temperature, labelling, covering, position in the fridge, stock rotation.

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**Learning outcome**
The learner will:
6. be able to prepare, cook and finish farinaceous products

**Assessment criteria**
The learner can:
6.1 select **tools and equipment** that are clean and fit for purpose
6.2 select appropriate **ingredients** for **farinaceous products** being prepared
6.3 select ingredients that are of the correct quality and quantity for recipe
6.4 **prepare** farinaceous products using appropriate methods according to dish requirements
6.5 **cook** farinaceous products using appropriate methods monitoring **quality points** and making adjustments as required
6.6 **finish** farinaceous products using appropriate methods to recipe requirements
6.7 **store** farinaceous products not for immediate use
6.8 comply with personal hygiene and safety standards
6.9 plan work, estimate time and cost dishes realistically for all procedures.

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**Range**

**Tools and equipment**
Rolling pin, pasta machine, cutters, moulds, knives, strainers, pans, utensils, graters, mixing machines, blenders, stoves, ovens, grills, fridges and freezers, pastry brushes.

**Ingredients**
Sauces (eg béchamel, veloutés, jus-lie derivatives, meat, tomato, pesto) vegetables, meat, dairy products, herbs and spices.

**Farinaceous products**
Pasta (fresh, dried, filled, stuffed, varied shapes (eg Rigatoni, Cannelloni, Spaghetti, Linguini, Twists or Rotini, Farfelle, Vermicelli, Penne, Orzo), gnocchi, blini, tortilla, dumplings, noodles, pancakes.
Prepare
Mixing, rolling, cutting, stuffing, filling, combining ingredients, straining, refreshing, chilling.

Cook
Boiling, baking, frying, steaming, poaching, gratinating.

Quality points
Texture, al dente.

Finish
Adjusting (seasoning, consistency), shaping, moulding, de moulding, portioning, garnishing.

Store
Temperature, labelling, covering, position in the fridge, stock rotation.

Learning outcome
The learner will:
7 understand how to prepare, cook and finish egg dishes

Assessment criteria
The learner can:
7.1 list different types of eggs
7.2 describe the different ways that eggs are produced
7.3 list a range of egg dishes
7.4 list different preparation methods for egg dishes
7.5 list different cooking methods for egg dishes
7.6 describe the preservation methods for eggs
7.7 state the correct storage procedures for prepared egg dishes.

Range
Types of eggs
Chicken, quail, duck, turkey, ostrich.

Ways that eggs are produced
Laying cages, barns, free range systems, organic system.

Egg dishes
Boiled, poached, fried, omelette (frittata, tortilla, sweet), scrambled, steamed, savoury soufflé.

Preparation methods
Mixing, whisking, combining ingredients, seasoning.

Cooking methods
Boiling, poaching, frying (shallow, deep, stir fry), scrambling, baking,
griddling, steaming.

**Preservation methods**
Pasteurising, drying, freezing, pickling.

**Storage procedures**
Temperature, labelling, covering, position in the fridge, stock rotation.

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**Learning outcome**

The learner will:

8. be able to prepare, cook and finish egg dishes

**Assessment criteria**

The learner can:

8.1 select **tools and equipment** that are clean and fit for purpose
8.2 select appropriate **ingredients** for egg dish being prepared
8.3 select ingredients that are of the correct quality and quantity for recipe
8.4 **prepare egg dishes** using appropriate methods according to dish requirements
8.5 **cook** egg dishes using appropriate methods monitoring **quality points** and making adjustments as required
8.6 **finish** egg dishes using appropriate methods to recipe requirements
8.7 **store** egg dishes not for immediate use
8.8 comply with personal hygiene and safety standards
8.9 plan work, estimate time and cost dishes realistically for all procedures.

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**Range**

**Tools and equipment**
Pans, utensils, stove, oven grill, griddles, deep fryers, steamers, knives, boards, trays, bowls, woks, hot plates, fridges and freezers.

**Ingredients**
Fish, meat, dairy products, vegetables, breadcrumbs, sauces, dry ingredients, herbs, spices.

**Prepare:**
Mixing, whisking, combining ingredients, seasoning.

**Egg dishes:**
Boiled, poached, fried, omelette (frittata, tortilla, sweet), scrambled, steamed, savoury soufflé.

**Cook**
Boiling, poaching, frying (shallow, deep, stir fry), scrambling, baking, griddling, steaming.
<table>
<thead>
<tr>
<th>Quality points</th>
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<tbody>
<tr>
<td>Texture according to dish requirements.</td>
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</table>

<table>
<thead>
<tr>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusting (seasoning, consistency), shelling (boiled eggs), shaping, moulding, de moulding, trimming, portioning, garnishing, adding sauce.</td>
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</table>

<table>
<thead>
<tr>
<th>Store</th>
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</thead>
<tbody>
<tr>
<td>Temperature, labelling, covering, position in the fridge, stock rotation.</td>
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</tbody>
</table>
### Learning outcome

The learner will:
1. understand how to prepare, cook and finish bakery products

### Assessment criteria

The learner can:
1.1 identify different types of bakery products
1.2 describe the quality points of bakery products
1.3 describe different types of flour and their uses
1.4 list a range of fillings for bakery products
1.5 state the correct storage procedures for bakery products
1.6 describe the different methods used to produce bakery products
1.7 identify common faults related to bakery products.

### Range

**Bakery products**

- Bread: loaves, rolls, pizzas, simple and enriched dough for sweet and savoury bread, unleavened.
- Pastry: short crust, sweet pastry, choux pastry, local pastry, puff pastry
- Pastry products: flans, tarts, tartlets, pies, crumbles, cobblers.
- Sponges and cakes: eg Genoese sponge, Victoria sponge, Swiss roll, fruit, speciality small cakes, cup cakes, scones.
- Petit fours (eg langue de chat, sablé), biscuits, shortbread.

**Quality points**

- Texture, temperature, colour, consistency, freshness.

**Types of flour**

- Strong white, medium, soft, wholemeal, semolina, speciality flours.

**Fillings**

- Sweet: crème pâtissier, frangipane, fresh fruit, cream, butter cream, jam.
- Savoury: eggs, cheese, meat, yogurt, fish, shellfish, vegetables, herbs, fruit, spices.
**Storage procedures**
Temperature, labelling, covered, position in the fridge, freezing, stock rotation.

**Faults**
Recipe imbalance, incorrect ingredients, over/under mixing, incorrect oven temperature, over/under cooking.

**Learning outcome**
The learner will:
2 be able to prepare, cook and finish bakery products

**Assessment criteria**
The learner can:
2.1 select tools and equipment that are clean and fit for purpose
2.2 select appropriate ingredients for bakery products being prepared
2.3 select ingredients for bakery products that are of the correct quality and quantity for recipe
2.4 prepare and bake products using appropriate methods
2.5 finish bakery products using appropriate methods to recipe requirements
2.6 store bakery products not for immediate use
2.7 comply with personal hygiene and safety standards
2.8 plan work, estimate time and cost dishes realistically for all procedures.

**Range**

**Tools and equipment**
Bowls, scales, whisks, rolling pin, spoons(metal/wooden/plastic, spatulas), baking trays (silicone sheets, non stick baking liners), cooling racks, piping bags nozzles, knives including palette knife, peelers, boards, mixing machines, food processors, liquidiser/ blenders, cake tins (brioche, savarin, Gugeligopf tin, fluted tart tin, flan ring, patty tins, sandwich tin), graters, oven gloves, dough scraper, measuring jugs, sieves, cutters, oven.

**Ingredients**
Flour (strong white, medium, soft, wholemeal, semolina, speciality flours), fat (butter, margarine, oil, ghee, lard), sugar (caster sugar, icing sugar, granulated sugar, syrups, honey), fruit (fresh/dried/ candied/glace), chocolate, cocoa, yeast, dairy products (eggs, milk, yogurt, cream, cheese), spices, herbs, seed, nuts, water, chemical leaveners eg Bicarbonate of soda, salt, fillings/stuffings (meat, vegetables, fish, shellfish), convenience pastry (eg filo) chocolate( dark, milk, white), flavourings (eg rose water, coffee, orange flower water, essences, extracts), jams, oats.

**Bakery products**
Bread: loaves, rolls, pizzas, simple and enriched dough for sweet and
savoury bread, unleavened.
Pastry: short crust, sweet pastry, choux pastry, local pastry, puff pastry.
Pastry products: flans, tarts, tartlets, pies, crumbles, cobblers.
Sponges and cakes: eg Genoese sponge, Victoria sponge, Swiss roll, fruit, speciality small cakes, cup cakes, scones.
Petit fours (eg langue de chat, sablé), biscuits, shortbread.

**Preparation methods**
Weighing, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, kneading, shaping, rolling, spreading, greasing, lining (rings, tins, baking sheets), cooling, piping, portioning, resting, creaming, boiling, aeration, baking.

**Finishing methods**
Glazing, dusting, portioning, icing, piping, filling, rolling, smoothing.

**Store**
Temperature, labelling, covered, position in fridge or freezer, stock rotation.
Unit 213  Prepare, cook and finish hot and cold desserts and puddings

UAN: A/503/7857
Level: Level 2
GLH: 24
NLH: 35
Aim: This unit covers the preparation, cooking and finishing of hot and cold desserts and puddings for service.

Learning outcome

The learner will:
1. understand how to prepare, cook and finish hot and cold desserts and puddings

Assessment criteria

The learner can:
1.1 identify different types of hot and cold desserts and puddings
1.2 describe the quality points of hot and cold desserts and puddings
1.3 list different preparation methods for hot and cold desserts and puddings
1.4 list different cooking methods for hot and cold desserts and puddings
1.5 list different finishing and decorating methods for hot and cold desserts and puddings
1.6 state the correct storage procedures for prepared hot and cold desserts and puddings.

Range

Cold dessert
Meringues, soufflés (cold), egg based cold desserts, gelatine set desserts, ice cream, sorbets, fruit based desserts, mousses.

Hot desserts and puddings
Sponge based, fruit based, batter based, egg based, milk puddings, soufflés (hot).

Quality points
Texture, temperature, colour, consistency, freshness.

Preparation methods
Weighing, measuring, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, spreading, greasing, lining (rings, tins, baking sheets), cooling piping portioning, creaming, boiling, aeration,
moulding.

**Cooking methods**
Boiling, poaching, steaming, baking, Bain Marie, stewing, frying, combination cookery.

**Finishing and decorating methods**
Cold desserts: piping, saucing, piped motifs, run outs, cigarettes, cut outs, moulding.
Hot desserts and puddings: piping, filling, saucing, glazing, dusting, portioning, decorative toppings (chocolate, fruit, biscuits, sugar).
Sauces: Flavoured syrups, crème anglaise, fruit coulis, chocolate, cooked fruit sauces.

**Storage procedures**
Temperature, date, labelling, covered, position in the fridge, stock rotation.

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**Learning outcome**
The learner will:
1. be able to prepare, cook and finish hot and cold desserts and puddings

**Assessment criteria**
The learner can:
2.1 select **tools and equipment** that are clean and fit for purpose
2.2 select appropriate **ingredients** for hot and cold desserts and puddings being prepared
2.3 select ingredients for **hot and cold desserts and puddings** that are of the correct quality and quantity for recipe
2.4 **prepare** hot and cold desserts and puddings using appropriate methods according to dish requirements
2.5 **cook** hot and cold desserts and puddings using appropriate methods monitoring quality points and making adjustments as required
2.6 **finish** and decorate hot and cold desserts and puddings using appropriate methods to recipe requirements
2.7 check the **quality** of the finished hot and cold desserts and puddings before service
2.8 **store** hot and cold desserts and puddings not for immediate use
2.9 comply with personal hygiene and safety standards
2.10 plan work, estimate time and cost dishes realistically for all procedures.

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**Range**

**Tools and equipment**
Bowls, scales, whisks, rolling pin, spoons (metal/wooden/plastic, spatulas), baking trays (silicone sheets non stick baking liners), cooling racks, piping bags nozzles, knives including palette knife, peelers, boards, mixing machines, food processors, liquidiser/ blenders, cake tins (tart tin, flan ring, patty tins, sandwich tin), graters, oven, oven gloves,
measuring jugs, sieves, ice cream machines, moulds, deep fat fryers, crepe pans, steamers, salamanders, refrigerators, freezers.

**Ingredients**
Flour (soft, buckwheat, semolina, speciality flours), fat (butter, margarine, oil), sugar (caster sugar, icing sugar, granulated sugar, treacle, syrups, honey), fruit (fresh/dried/candied/glacé), cocoa, dairy products (eggs, milk, yogurt, cream, cheese), spices, seed, nuts, water, chemical leaveners (eg. Bicarbonate of soda), salt, fillings, chocolate (dark, milk, white), flavourings (rose water, coffee, orange flower water), essences/extracts, jams.

**Cold desserts**
Meringues, soufflés (cold), egg based cold desserts, gelatine set desserts, ice cream sorbet, fruit based desserts, mousse.

**Hot desserts and puddings**
Sponge based, fruit based, batter based, egg based, milk puddings, soufflé (hot).

**Preparation methods**
Weighing/measuring, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, spreading, greasing, lining (rings, tins, baking sheets), cooling piping portioning, creaming, boiling, aeration, moulding.

**Cooking methods**
Boiling, poaching, steaming, baking, Bain Marie, stewing, frying combination cookery.

**Finishing and decorating methods**
Cold desserts: piping, saucing, piped motifs, run outs, cigarettes, cut outs, moulding.
Hot desserts and puddings: piping, filling, saucing, glazing, dusting, portioning, decorative toppings (chocolate, fruit, biscuits, sugar).
Sauces: flavoured syrups, crème anglaise, fruit coulis, chocolate, cooked fruit sauces.

**Quality**
Texture, temperature, colour, consistency, freshness.

**Store**
Temperature, date, labelling, covered, position in the fridge, stock rotation.
Unit 219  Catering operations, costs and menu planning

UAN: F/503/7858
Level: Level 2
GLH 40
NLH 50

Aim: The aim of this unit is to provide an insight into catering operations and menu planning and to equip the candidate with the necessary skills to understand and calculate the costs involved in running a catering operation.

Learning outcome
The learner will:
1 understand the organisation of kitchens

Assessment criteria
The learner can:
1.1 describe the structure of a ‘partie system’
1.2 identify current trends in food production operations
1.3 explain the importance of kitchen layout to promote good work flow in relation to food production systems
1.4 describe the importance of correct work flow in catering operations
1.5 outline the staffing hierarchy in a traditional kitchen
1.6 describe the responsibilities of specific job roles in a traditional kitchen organisation.

Range
Current trends
Technological changes, social changes, speed of service, food technology developments (eg cook/freeze).

Importance of kitchen layout
To comply with legislation (health and safety, food safety), efficiency (time and motion).

Food production systems
Fast food production system, à la carte menu partie system, self service counter system.

Importance of correct work flow
To establish communication between departments, to improve efficiency, better quality of finished products, reduce risk of accidents, to promote good health and safety and food safety practice, to provide a better service to the customer.
Catering operations
Hotels, restaurants, hospitals, industrial catering, school meals.

Staffing hierarchy
Kitchen brigade (executive chef, executive sous chef, head chef, sous chef, chef de partie, demi-chef de partie, commis, trainee.

Responsibilities of specific job roles
Chef de partie & commis chef (responsible for setting tasks in accordance with standard operating procedures); sous chef (supervision of staff and tasks, supervision of food safety and health and safety practices, quality control, deputising in the absence of the head chef); head chef (management of staff, implementation of food safety and health and safety legislation and practices, menu planning, costing, ordering stock, staff rota, staff training).

Learning outcome
The learner will:
2 understand how to plan and prepare menus for catering operations

Assessment criteria
The learner can:
2.1 describe menus for different types of meal occasion
2.2 interpret menus for food production
2.3 explain the importance of the menu for food production and food service
2.4 discuss the factors to be considered in the planning of menus
2.5 identify the technical terminology used in menu planning.

Range
Meal occasion
Afternoon tea, table d’hôte, à la carte, dessert menus, function menus, speciality menus, ethnic menus, traditional menus, lunch/dinner menus.

Importance of the menu
Means of communication between the customer and a caterer, planning tool (a blueprint for a catering organisation), local legal requirements.

Factors to be considered
Type of customers, price being charged, availability of food commodities, equipment available, staff availability, space available, type of organisation, season.

Technical terminology
Table d’ hôte, à la carte, hors d’oeuvres, potage, entrée, releve, fromage, farinaceous.
## Learning outcome

The learner will:

3 understand basic costs associated with the catering industry

## Assessment criteria

The learner can:

3.1 explain the **importance of food costs** within **catering operations**
3.2 describe the **factors which must be monitored** to control food costs and profit
3.3 calculate costs and quantities relevant to simple activities in **catering operations**
3.4 display the **basic numeracy skills** using calculator and manual methods
3.5 calculate percentages to achieve a set gross profit.

## Range

### Importance of food costs
Maintain gross profit percentage, achieve the set net profit required.

### Catering operations
Hotels, restaurants, hospitals, industrial catering, school meals.

### Factors which must be monitored
Sourcing and purchasing food commodities, quality of food commodities, control of food commodities, accurate weighing and measuring, preparation and cooking losses, wastage control.

### Catering operations
Hotels, restaurants, hospitals, industrial catering, school meals.

### Basic numeracy skills
Addition, subtraction, multiplication, division.

## Learning outcome

The learner will:

4 understand how to apply basic calculations used in catering operations

## Assessment criteria

The learner can:

4.1 describe the **elements of cost** associated with **catering operations**
4.2 explain the terms ‘gross profit’ and ‘net profit’
4.3 discuss **factors to be considered** to ensure that the agreed net profit is achieved
4.4 calculate the food cost of dishes and determine the food cost per portion of dishes
4.5 determine the selling price of different **types of dish and menu**
at specific percentages of gross and net profit.

<table>
<thead>
<tr>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td><strong>Elements of cost</strong></td>
</tr>
<tr>
<td>Food, labour, overheads (gas, electricity, rates, servicing, advertising).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Catering operations</th>
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</thead>
<tbody>
<tr>
<td>Hotels, restaurants, hospitals, industrial catering, school meals.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Factors to be considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food costs (purchasing, storage, preparation, cooking and service), labour costs (direct and indirect), overhead costs (services, maintenance, repairs and sundry expenses).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of dish</th>
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</thead>
<tbody>
<tr>
<td>Starters and soups, meat and poultry dishes, egg and fish dishes, pasta and vegetable dishes, desserts and savoury dishes.</td>
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</table>

<table>
<thead>
<tr>
<th>Types of menus</th>
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<tbody>
<tr>
<td>Breakfast, lunch, afternoon tea, dinner.</td>
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</table>
## Unit 221 Culinary Arts Principles

This synoptic test covers the assessment of the underpinning knowledge in the following units:

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>Prepare food for cold presentation</td>
</tr>
<tr>
<td>202</td>
<td>Safety at work</td>
</tr>
<tr>
<td>206</td>
<td>Healthier foods and special diets</td>
</tr>
<tr>
<td>207</td>
<td>Prepare, cook and finish stocks, soups and sauces</td>
</tr>
<tr>
<td>208</td>
<td>Prepare, cook and finish fish and shellfish dishes</td>
</tr>
<tr>
<td>209</td>
<td>Prepare, cook and finish meat, poultry and offal</td>
</tr>
<tr>
<td>210</td>
<td>Prepare, cook and finish vegetables, fruit and pulses</td>
</tr>
<tr>
<td>211</td>
<td>Prepare, cook and finish rice, grain, farinaceous products and egg dishes</td>
</tr>
<tr>
<td>212</td>
<td>Prepare, cook and finish bakery products</td>
</tr>
<tr>
<td>213</td>
<td>Prepare, cook and finish hot and cold desserts and puddings</td>
</tr>
<tr>
<td>219</td>
<td>Catering operations, costs and menu planning</td>
</tr>
</tbody>
</table>

Full details can be found in the Assessment Pack on the website.
Appendix 1  Sources of general information

*Centre Guide – Delivering International Qualifications* 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:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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](http://www.cityandguilds.com).

*Centre Manual - Supporting Customer Excellence* 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.
**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & 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**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-volve assessments.
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