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# Qualification Specification

## Highfield Level 3 Diploma for Professional Chefs (RQF)

Qualification Number: 603/6949/8

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## Highfield Level 3 Diploma for Professional Chefs (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

### Qualification regulation and support

The Highfield Level 3 Diploma for Professional Chefs (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF includes those qualifications regulated by Ofqual and CCEA Regulation. This qualification is also regulated by Qualifications Wales.

### Key facts

<b>Qualification number:</b>	603/6949/8
<b>Learning aim reference:</b>	60369498
<b>Credit value:</b>	72
<b>Assessment method:</b>	Portfolio of Evidence and Multiple-choice Examination
<b>Guided learning hours (GLH):</b>	454
<b>Total qualification time (TQT):</b>	712

### Qualification overview and objective

The objective of this qualification is to support a role in the workplace. It is designed for learners employed in professional catering roles or for those wishing to develop their skills in the industry.

This qualification covers a variety of topics including:

- the principles of food safety
- kitchen etiquette
- workplace standards and professional development
- allergen awareness
- kitchen operations
- menu planning and recipe costing
- preparing, cooking and finishing food groups

### Entry requirements

To register on to this qualification, learners are required to be 16 years of age or above and have a basic level of literacy and numeracy.

### Centre requirements

Centres must ensure that they are equipped with the relevant tools, equipment and food items required to effectively deliver and assess this qualification.

### Guidance on delivery

The total qualification time for this qualification is 712 hours, of which 454 are recommended as

guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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### Guidance on assessment

**Unit 1 – Principles of Food Safety for Catering:** this unit is assessed through multiple-choice examination, externally set and marked by Highfield Qualifications.

Learners must complete 20 questions within 45 minutes, and successful learners will need to achieve a mark of 66% (13/20) overall to pass. Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

**Unit 2 – Health and Safety within the workplace:** this unit is assessed through multiple-choice examination, externally set and marked by Highfield Qualifications. Learners must complete 20 questions within 45 minutes, and successful learners will need to achieve a mark of 60% (12/20) overall to pass. Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

**All other units:** all other units in this qualification are assessed through the completion of a portfolio of evidence that will also be internally assessed and internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield Qualifications promotes holistic assessment. Additional guidance is included at the bottom of each unit suggesting how each assessment criteria can be assessed. Further guidance on minimum evidence requirements (range) is also included for each unit. Suggested assessment paperwork is available from the Download Area of the Highfield Qualifications website.

Learners must achieve all of the pass criteria across all units not assessed by multiple-choice questions (MCQ), in order to be awarded a Pass.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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### Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

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### Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

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### Assessor requirements

Highfield Qualifications recommends nominated assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through ‘hands-on’ experience in the industry and relevant qualifications
  - hold or be working towards a recognised assessing qualification, which could include any of the following:
    - Level 3 Award in Assessing Competence in the Work Environment
    - Level 3 Certificate in Assessing Vocational Achievement
    - A1 Assess Learner Performance Using a Range of Methods
    - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
  - maintain appropriate continued professional development (CPD) for the subject area
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### Internal quality assurance (IQA) requirements

Highfield Qualifications recommends nominated IQA’s for this qualification to meet the following requirements:

- have relevant subject knowledge
  - hold or be working towards a recognised IQA qualification, which could include any of the following:
    - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
    - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
    - D34 or V1 verifier awards
  - maintain appropriate CPD for the subject area
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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications’ Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner’s identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner’s identity:

- a valid passport (any nationality)
  - a signed UK photocard driving license
  - a valid warrant card issued by HM forces or the police
  - another photographic ID card, e.g. employee ID card, student ID card, travel card, etc.
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If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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### **Progression opportunities**

On successful completion of this qualification, learners may wish to continue their development by undertaking a Hospitality or Catering-related apprenticeship.

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### **Useful websites**

- <https://www.gov.uk/government/collections/apprenticeship-standards>
  - [www.people1st.co.uk](http://www.people1st.co.uk)
  - [www.highfieldqualifications.com](http://www.highfieldqualifications.com)
  - [www.highfield.co.uk](http://www.highfield.co.uk)
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## Appendix 1: Qualification structure

To complete the Highfield Level 3 Diploma for Professional Chef (RQF), learners must complete **all units** contained within the mandatory group:

Unit reference	Unit title	Level	GLH	Credit
L/617/7261	Principles of Food Safety for Catering	2	7	1
L/615/5244	Health and Safety within the Workplace	2	6	1
T/600/1059	Principles of Customer Service in Hospitality Leisure Travel and Tourism	2	10	1
F/618/5793	Principles of Kitchen Equipment and Knife Skill Techniques	1	15	2
J/618/5794	Workplace Standards and Professional Development in the Catering Industry	1	10	2
L/618/5795	Culinary Numeracy and Units of Measurement	2	7	1
R/618/5796	Nutrition, Special Diets and Allergen Awareness	3	20	3
L/618/5800	Environmental Awareness in the Catering Industry	3	7	1
R/618/5801	Cold Food Preparation and Presentation	2	50	8
Y/618/5797	Kitchen Operations and Food Production Preparation	3	50	7
H/618/5799	Menu Planning and Recipe Costing	3	50	8
Y/618/5802	Preparing, Cooking and Finishing: Stocks, Soups and Sauces	3	24	3
D/618/5803	Preparing, Cooking and Finishing: Fish and Shellfish Dishes	3	24	4
H/618/5804	Preparing, Cooking and Finishing: Meat, Poultry, Game and Offal Dishes	3	72	14
K/618/5805	Preparing, Cooking and Finishing: Vegetables, Fruits, Pulses and Vegetable Protein Dishes	3	24	4
M/618/5806	Preparing, Cooking and Finishing: Rice, Grain, Pasta and other Farinaceous Dishes	3	20	3
T/618/5807	Preparing, Cooking and Finishing: Egg Dishes	3	10	2
A/618/5808	Preparing, Cooking and Finishing: Pastry and Bakery Products	3	24	4
F/618/5809	Preparing, Cooking and Finishing: Desserts	3	24	3

## Appendix 2: Qualification content

**Unit 1: Principles of Food Safety for Catering**

Unit number: L/617/7261

Credit: 1

GLH: 7

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance of food handlers keeping themselves and work areas clean and hygienic</b></p>	<p>1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination</p> <p>1.2 Identify the key legal responsibilities of food handlers</p> <p>1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices</p> <p>1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals</p> <p>1.5 Recognise the importance of safe waste disposal</p> <p>1.6 Recognise the importance of pest control</p>
<p><b>2. Understand the importance of keeping food products safe</b></p>	<p>2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour</p> <p>2.2 Identify how to report food safety hazards, infestations and food spoilage</p> <p>2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards</p> <p>2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation</p> <p>2.5 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>2.6 Identify how to deal with food spoilage including recognition and reporting, cuts, wounds, food</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	handling practices

Indicative Content
<p><b>LO1 Understand the importance of food handlers keeping themselves and work areas clean and hygienic</b></p> <p>1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination</p> <ul style="list-style-type: none"> <li>○ How good personal hygiene in a catering environment can reduce microbial, chemical, physical and allergenic contamination</li> </ul> <p>1.2 Identify key legal responsibilities of food handlers</p> <ul style="list-style-type: none"> <li>○ Requirement for:                     <ul style="list-style-type: none"> <li>- Food safety training &amp; supervision in the kitchen</li> <li>- Reporting of illness</li> <li>- Following rules and procedures implemented for food safety</li> </ul> </li> </ul> <p>1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices</p> <ul style="list-style-type: none"> <li>○ Practices in a catering environment regarding:                     <ul style="list-style-type: none"> <li>- Clean, suitable protective clothing</li> <li>- Jewellery and personal effects</li> <li>- Effective hand wash</li> <li>- Times to wash hands</li> <li>- Recognising illness which may cause food contamination</li> <li>- When to come to work and when to call in sick</li> <li>- Covering wounds</li> <li>- Personal habits to avoid</li> </ul> </li> </ul> <p>1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals</p> <ul style="list-style-type: none"> <li>○ Reasons for cleaning</li> <li>○ Cleaning and disinfection techniques, including the order of cleaning</li> <li>○ Cleaning chemicals, including the purpose of detergent, disinfectant and sanitiser and following manufacturer’s instructions and safe storage</li> <li>○ Clear and clean as you go</li> </ul> <p>1.5 Recognise the importance of safe waste disposal</p> <ul style="list-style-type: none"> <li>○ Internal and external controls within catering businesses, including regular removal of waste, clean areas, secure and lidded externally, cleaned regularly</li> </ul> <p>1.6 Recognise the importance of pest control</p> <ul style="list-style-type: none"> <li>○ Hazards from pests</li> <li>○ Common food pests and signs of pests</li> <li>○ Reporting of signs</li> <li>○ Basic environmental control (which they are responsible for) such as clearing food spillages, keeping doors and windows closed, lids on bins</li> </ul>

## **LO2 Understand the importance of keeping food products safe**

2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour

- Benefits to customers, catering businesses and food handlers of effective procedures
- Costs of poor practices to a catering business

2.2 Identify how to report food safety hazards, infestations and food spoilage

- What to report, when to report, who to report to with regards to:
  - Hazards, infestations/signs of pests and spoilage in a catering environment

2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards

- Meaning of terms contamination, cross-contamination, raw food to be cooked, high-risk food, low-risk food and ready-to-eat raw food
- Types of microbiological contaminants (bacteria, virus, mould)
- Common sources, routes and vehicles of microbiological contamination in a catering environment
- Recognition of main characteristics of food poisoning bacteria, factors influencing microbiological multiplication and survival (including spores and toxins) and consequences these may have for food safety and basic controls
- Examples of basic controls to prevent microbiological contamination, including keeping raw and ready to eat separate, use of correct equipment to prevent contamination (including colour coding), reporting damaged equipment, including work surfaces
- Examples of common physical hazards within food preparation areas and basic controls
- Examples of common chemical hazards within food preparation areas and basic controls
- Identification of common allergenic foods and risks associated with allergenic hazards.
- Awareness of ways to prevent allergenic contamination during food production

2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation

- Basic contamination and temperature controls and checks to be made at delivery
- Importance of labelling
- Importance of stock rotation and date coding
- Importance of temperature control during storage, including correct temperatures and basic ways to achieve them

2.5 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food

- Preparation:
  - Separation of raw and ready to eat foods
  - Dedicated equipment
  - Not preparing too far in advance
- Cooking:
  - Following recipes
  - Cooking thoroughly
  - Safe temperatures
  - Preventing contamination
- Chilling:
  - The need to cool quickly
  - The need to prevent contamination
- Reheating:

- Meeting required temperature when reheating
- Only reheating once
- Holding:
  - Preventing contamination
  - No topping up
  - Safe temperature for hot and cold holding and time allowable out of these temperatures
- Serving & transporting food:
  - Avoiding contamination
  - Clean equipment
  - Suitable transportation and containers
  - Importance of temperature control

2.6 Outline how to deal with food spoilage including recognition and reporting

- Common signs of food spoilage
- The need to report spoiled food
- Separation of spoiled food

**Unit 2: Health and Safety within the Workplace**

Unit number: L/615/5244

Credit: 1

GLH: 6

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand roles and duties for health, safety and welfare in the workplace</b></p>	<p>1.1 Identify <b>employer's duties</b> relating to health, safety and welfare at work</p> <p>1.2 Identify <b>employee's duties</b> relating to health, safety and welfare at work</p> <p>1.3 Recognise the <b>benefits</b> of good health and safety in the workplace</p>
<p><b>2. Understand the process of risk assessment</b></p>	<p>2.1 Define the terms hazard, risk, accident, near miss and risk assessment</p> <p>2.2 Identify the <b>steps</b> involved in a risk assessment</p>
<p><b>3. Understand how risk assessments improve health and safety at work</b></p>	<p>3.1 Identify the common <b>hazards</b> and <b>effects</b> of workplace accidents, near misses and ill health in the workplace</p> <p>3.2 Recognise how risk assessment can reduce accidents, near misses and ill health</p> <p>3.3 Recognise examples of <b>risk controls</b> for common workplace hazards</p>
<p><b>4. Know the procedures for responding to accidents, near misses and ill-health in the workplace</b></p>	<p>4.1 Identify procedures that should be in place for dealing with <b>emergencies</b></p> <p>4.2 Recognise why it is important to record all accidents, near misses and ill health occurrences</p>

Indicative Content
<p><b>Employers duties</b></p> <ul style="list-style-type: none"> <li>• Providing, so far as is reasonably practicable a safe place to work</li> <li>• Provide information, instruction, training and supervision</li> <li>• Provide adequate welfare facilities</li> <li>• Ensure safe access and egress</li> <li>• Provide equipment and PPE which is suitable and fit for purpose</li> <li>• Ensure policies and procedures are:                         <ul style="list-style-type: none"> <li>○ in place,</li> <li>○ reviewed and</li> <li>○ updated</li> </ul> </li> </ul> <p><b>Employees duties</b></p> <ul style="list-style-type: none"> <li>• Duty of care</li> </ul>

- Must follow the instructions, guidance and training given by their employer including on equipment
- Must not interfere with equipment provided for H&S
- Must report and record:
  - hazards that could cause a risk
  - accidents
  - near misses, and
  - diseases

#### **Benefits**

- Economic
- Moral
- Duties or legal requirements

#### **Steps**

- Identification of hazards and how they cause harm
- People at risk
- Evaluate
- Record
- Review

#### **Hazards**

- Slips, trips and falls from height
- Ergonomics
- Manual handling
- Stress
- Hazardous materials
- Violence

#### **Effects**

- Injury
- Illness
- Financial Loss
- Loss of Reputation

#### **Risk controls**

- Good housekeeping
- Barriers and enclosures
- Safe lifting techniques and equipment
- Visual checks
- Safe storage of hazardous materials
- Design and layout of workstations
- Machine guards
- Personal protective Equipment
- Regular breaks/reporting procedures

#### **Emergencies**

- First aid
- Accidents
- Evacuation procedures

**Unit 3: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism**

Unit number: T/600/1059

Credit: 1

GLH: 10

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries</b></p>	<p>1.1 Describe the role of the organisation in relation to customer service</p> <p>1.2 Identify the characteristics and benefits of excellent customer service</p> <p>1.3 Give examples of internal and external customers in the industries</p> <p>1.4 Describe the importance of product knowledge and sales to organisational success</p> <p>1.5 Describe the importance of organisational procedures for customer service</p>
<p><b>2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries</b></p>	<p>2.1 Identify the benefits of excellent customer service for the individual</p> <p>2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service</p> <p>2.3 Describe the importance of personal presentation within the industries</p> <p>2.4 Explain the importance of using appropriate types of communication</p> <p>2.5 Describe the importance of effective listening skills</p>
<p><b>3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries</b></p>	<p>3.1 Identify what is meant by customer needs and expectations in the industries</p> <p>3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations</p> <p>3.3 Describe the factors that influence the customers' choice of products and services</p> <p>3.4 Describe the importance of meeting and exceeding customers' expectations</p> <p>3.5 Describe the importance of dealing with complaints</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>in a positive manner</p> <p>3.6 Explain the importance of complaint handling procedures</p>

**Unit 4: Principles of Kitchen Equipment and Knife Skill Techniques**

Unit number: F/618/5793

Credit: 2

GLH: 15

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to care for food preparation and cooking equipment</b></p>	<p>1.1 Identify <b>mechanical and electrical food preparation equipment</b></p> <p>1.2 Explain how to safely <b>store and care</b> for mechanical/electrical food preparation equipment</p> <p>1.3 Identify <b>kitchen smalls and utensils</b></p> <p>1.4 Explain how to safely store and care for utensils and kitchen smalls</p> <p>1.5 Identify different types of <b>cooking equipment</b></p> <p>1.6 Explain how to safely store and care for different types of cooking equipment</p> <p>1.7 Explain the different <b>cooking techniques</b></p>
<p><b>2. Understand how to use and care for knives and cutting equipment for different knife skill techniques</b></p>	<p>2.1 Identify different types of <b>knives and cutting equipment</b></p> <p>2.2 Describe the correct types of cutting surfaces</p> <p>2.3 Describe methods of sharpening and honing cutting tools</p> <p>2.4 Explain knife etiquette and safety</p> <p>2.5 Explain how to safely clean, maintain and store knives and cutting equipment</p> <p>2.6 Explain the methods of holding and using a knife including gripping and guiding hand controls</p> <p>2.7 Explain a variety of <b>knife cuts</b> using knife skill techniques</p>

**Amplification**

**LO1 Understand how to care for food preparation and cooking equipment**

- **Mechanical and electrical food preparation equipment:**
  - scales
  - mixers

- food processors
- bowl cutters
- bar blenders
- stick blenders
- bandsaws
- meat-slicers
- meat mincers
- pasta machines
  
- **Store and care** for mechanical/electrical food preparation equipment:
  - unplugging, disassembling and cleaning as per manufacturer's instructions
  - sanitising before and after use
  - correctly storing scales
  
- **Kitchen smalls and equipment:**
  - French balloon whisk
  - piano whisk
  - spatula
  - lifter
  - ladle
  - slotted spoon
  - spider
  - oyster shuck
  - peeler
  - corer
  - melon-baller
  - zester
  - grater
  - potato ricer/mill
  - mandolin slicer
  - sieve
  - chinois
  - conical strainer
  - strainer/colander
  - rolling pin
  - piping bag and nozzles
  - makisu mat (for sushi)
  - ramekins
  - dariole moulds
  - timbals
  - Bain Marie inserts
  - chaffing dishes
  - measuring cups and spoons
  - pestle and mortar
  - mallet

- **Cooking equipment:**
  - ovens
  - combi-steamers
  - hobs
  - ranges
  - salamanders
  - deep-fat fryers
  - tilting (Bratt) pans
  - microwaves
  - water baths
  - pots
  - pans
  - trays
  - tins
  - dishes
  
- **Cooking techniques:**
  - wet/moist cooking methods
    - boiling
    - poaching
    - steaming
    - stewing
    - braising
  - dry cooking methods
    - roasting
    - baking
    - grilling
    - deep frying
    - shallow frying
    - sautéing
  - other thermal and non-thermal cooking methods
    - microwaving
    - smoking
    - curing
    - acidifying

**LO2 Understand how to use and care for knives and cutting equipment for different knife skill techniques**

- **Knives and cutting equipment:**
  - chef's/cook's knife
  - paring/utility knife
  - turning knife
  - filleting knife
  - boning knife
  - bread knife
  - slicer

- palette knife
- off-set palette knife/lifter/spatula
- cleaver
- hacksaw
- mezzaluna
- oyster knife
- cheese knife
- scissors
- **Knife cuts:**
  - cutting
  - dicing/cubing
  - slicing
  - mincing
  - chopping
  - shaping (tourne)
  - segmenting
  - sawing
  - chining
  - carving
  - shaving
  - scoring
  - skinning
  - trimming
  - boning (de-boning)
  - butterflying
  - tunnel-boning
  - fabricating
  - portioning
  - jointing
  - filleting
  - strip cuts:
    - pont-neuf
    - baton
    - batonette
    - julienne
    - fine-julienne
    - allumette (potato)
  - diced/cube cuts:
    - parmentier
    - macedoine
    - jardinière
    - brunoise
    - fine-brunoise
    - concassé (tomato)

- sliced cuts:
  - chiffonade
  - rondelle
  - paysanne
- rough cuts
  - mirepoix (medium)
  - matignon (fine)

**Unit 5: Workplace Standards and Professional Development in the Catering Industry**

Unit number: J/618/5794

Credit: 2

GLH: 10

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the reasons for and impact of complying with an organisation’s standards of conduct and behaviour</b></p>	<p>1.1 Describe the relevant standards of <b>conduct</b> and <b>personal presentation</b></p> <p>1.2 Describe the importance of following the relevant standards of conduct and personal presentation and skills that apply within an organisation</p> <p>1.3 Describe the workplace <b>challenges</b> of the hospitality and catering environment</p>
<p><b>2. Understand job roles and career pathways available within the organisation and wider hospitality industry</b></p>	<p>2.1 Outline how own role relates to the rest of the hospitality business and the wider industry</p> <p>2.2 Describe different progression opportunities available within own organisation and the wider hospitality industry</p> <p>2.3 Describe where to find <b>sources</b> of information and advice</p>
<p><b>3. Understand how to communicate and work effectively as a team member</b></p>	<p>3.1 Outline ways of communicating with colleagues and customers</p> <p>3.2 Discuss the importance of <b>feedback</b></p> <p>3.3 Explain the role of teamwork in the hospitality and catering industry</p>
<p><b>4. Be able to contribute to own learning and development within the workplace</b></p>	<p>4.1 Proactively seek feedback on own performance from various sources</p> <p>4.2 Create a learning plan with the relevant person to improve own work performance</p> <p>4.3 Prepare appropriately for performance reviews</p> <p>4.4 Proactively keep learning plan up to date</p>

## Amplification

### LO1 Understand the reasons for and impact of complying with an organisation's standards of conduct and behaviour

- **Professional Appearance:**
  - Uniform clean and in good condition:
    - Jacket
      - Double-breasted to protect the chest and stomach from heat and burns
      - long sleeves – to protect the arms from burns and scalds
      - no external pockets
      - press studs and Velcro rather than buttons
      - covers all own clothes
      - durable, easy to clean
      - preferably light coloured to show the state of cleanliness
    - Trousers
      - not tight-fitting to protect the legs
    - Apron
      - to protect the legs
    - Footwear
      - non-slip closed shoes
    - Headwear
      - chef hat/toque or skull cap/beanie - stops loose hair falling into food, helps absorb perspiration on the forehead
      - hairnet – used when hair extends beyond the hat
  - Personal grooming
  - Role-model of hygiene
- **Conduct:**
  - maintain good relationships with suppliers, customers, managers, colleagues and subordinates
  - maintain the professional image of the establishment
  - role-model in conduct and etiquette
  - clear communication
  - take pride in work
  - punctuality
  - reliability
  - honesty
  - integrity
- **Challenges:**
  - long hours
  - hot temperatures
  - high-stress situations
  - physical dangers and injuries such as:
    - burns
    - cuts
    - muscle sprains
    - sore feet

- **Where to find sources of information and advice:**
  - own industry
  - occupation
  - training
  - career development
  - networking
- **Importance of feedback:**
  - a constructive way of improving the quality of food and service of the team

**Unit 6: Culinary Numeracy and Units of Measurement**

Unit number: L/618/5795

Credit: 1

GLH: 7

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the basic principles of numeracy</b></p>	<p>1.1 Identify the key <b>numeracy operations</b> routinely used in culinary skills</p> <p>1.2 Apply the key numeracy operations when following specific work instructions</p> <p>1.3 Add and subtract VAT using a calculator</p>
<p><b>2. Understand the basic principles of units of measurement</b></p>	<p>2.1 Explain the principles of weighing and measuring</p> <p>2.2 Describe the Metric and Imperial systems of measurement</p> <p>2.3 Explain the principles of <b>conversions</b></p> <p>2.4 Explain the principles of <b>scaling</b> recipes</p>

**Amplification**

**LO1 Understand the basic principles of numeracy**

• **Numeracy operations applied when following specific work instructions/recipes:**

- add
- subtract
- multiply
- divide
- use fractions (halves, thirds, quarters, eighths)
- percentage
- ratios
- decimal points

**LO2 Understand the basic principles of units of measurement**

• **Conversions**

- conversion tables to look up corresponding metric and imperial equivalents
- conversion formulas to apply factors to convert to metric and imperial units
- gas oven temperatures are set according to gas mark equivalents

• **Scaling**

- simple scaling – using doubling/tripling/halving
- complex scaling – using a conversion factor

**Unit 7: Nutrition, Special Diets and Allergen Awareness**

Unit number: R/618/5796

Credit: 3

GLH: 20

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the impact of diet on health and wellness</b></p>	<p>1.1 Explain the relationship between diet and the state of well-being</p> <p>1.2 Outline the glycaemic index</p> <p>1.3 Explain different food-related <b>health conditions</b></p>
<p><b>2. Understand the impact of food preparation and cooking on the nutritional content of food</b></p>	<p>2.1 Discuss how to avoid the destruction of nutrients in <b>storage, preparation, cooking and holding</b></p> <p>2.2 Identify changes to dishes to produce <b>healthier alternatives</b></p> <p>2.3 Explain how to <b>adapt food preparation and service</b> for special diets</p> <p>2.4 Explain how to read food ingredient labels when considering nutritional content and special dietary requirements</p>
<p><b>3. Understand the characteristics and consequences of food allergies and intolerances</b></p>	<p>3.1 Identify <b>key allergens</b> and key intolerances</p> <p>3.2 Explain the differences between food allergies, food intolerances and food dislikes</p> <p>3.3 Outline the <b>consequences</b> of contaminating food with allergens and intolerants</p> <p>3.4 Identify the <b>common symptoms</b> of allergic reactions and food intolerances</p>
<p><b>4. Understand how to prevent and control allergenic contamination</b></p>	<p>4.1 Explain the business's procedure on allergens</p> <p>4.2 Outline common <b>sources and vehicles</b> of allergenic contamination</p> <p>4.3 Describe good <b>hygiene controls</b> that food handlers can follow to prevent allergenic contamination</p> <p>4.4 Identify specific food allergen <b>cross-contamination hazards and controls</b></p>

<p><b>5. Know how to accurately communicate allergen information to consumers</b></p>	<p>5.1 Describe how to find allergen information for the contents of a dish</p> <p>5.2 Explain the importance of providing accurate and effective allergen information to consumers</p> <p>5.3 Provide customers with accurate allergen information</p>
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### Amplification

#### LO1 Understand the impact of diet on health and wellness

- **Food-related health conditions:**
  - heart disease
  - high blood pressure (hypertension)
  - cholesterol
  - diabetes
  - insulin resistance
  - gastro-intestinal conditions
  - obesity
  - kidney stones
  - gout
  - cancer
  - mental health conditions
  - tooth-decay and gum disease
- **Avoid destruction of nutrients in:**
  - storage:
    - temperatures
    - humidity
    - FIFO
    - daily quality checks
  - preparation:
    - trimming excess animal fat and skin (to reduce fat content)
    - not cutting vegetables and soaking in water (leaches out water-soluble vitamins)
    - not preparing too far in advance (leads to wilting and the decay of nutrients)
  - cooking
    - keeping cooking times short and not to over-cook (to retain nutrients)
    - using healthier cooking methods (such as blanching, steaming, grilling)
    - using alternatives to frying with fats and oils (such as grilling, steaming)
    - using stir-frying (quick cooking) methods with reduced fat rather than shallow frying
    - using low-temperature sous vide (cooking in a vacuum-sealed bag to retain nutrients)
    - using the cooking liquid left in the pot or pan to make a sauce
    - not using bicarbonate of soda when cooking vegetables as it destroys vitamin C
  - holding
    - reducing holding times

#### LO2 Understand the impact of food preparation and cooking on the nutritional content of food

- **Produce healthier alternatives:**
  - by reducing:
    - fat

- sugar
- salt
- refined foods
- cooking times
- by increasing the use of:
  - fresh fruit and vegetables
  - pulses and legumes (low GI and highly nutritious in protein and minerals)
  - lean meat and poultry (fat and skin trimmed off)
  - soya to replace meat
  - oily fish (high in omega 3 oils)
  - nuts and seeds (high in omega 6 oils)
  - wholemeal and wholegrain flour products (roughage and dietary fibre)
  - brown rice (roughage and dietary fibre)
  - extra virgin olive oil and polyunsaturated virgin oils for dressings
- **Adapt food preparation and service for special diets:**
  - make sure ingredients are indeed suitable for customer requirements
  - label and correctly describe items of finished goods on menus
  - adjust menus and recipes by substituting ingredients
  - keep food items, preparation areas and equipment separated

### LO3 Understand the characteristics and consequences of food allergies and intolerances

- **Key allergens**
  - wheat
  - nuts
  - shellfish
  - eggs
  - soya
- **Consequences**
  - to the customer
    - illness
    - death
  - to the business
    - bad reputation
    - loss of business
- **Common Symptoms**
  - rashes, hives, eczema, skin inflammation, itching, swelling
  - swelling of the throat, constriction of the airways, inability to breathe, asthma, coughing
  - diarrhoea or vomiting, abdominal pain and cramps

### LO4 Understand how to prevent and control allergenic contamination

- **Sources and vehicles**
  - equipment
  - utensils
  - hands
  - chopping boards
  - food (where an allergen has been directly applied and then removed)
  - counters and tables
- **Hygiene controls**
  - personal hygiene

- cleaning
- **Cross-contamination hazards and controls**
  - checks and controls to be made at each process step:
    - delivery
    - storage
    - preparation
    - cooking
    - display
    - service

**Unit 8: Environmental Awareness in the Catering Industry**

Unit number: L/618/5800

Credit: 1

GLH: 7

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to support environmental sustainability in a catering environment</b></p>	<p>1.1 Explain the <b>impact</b> of the hospitality and catering industry on the environment</p> <p>1.2 Describe the <b>types of waste</b> generated by the hospitality and catering industry</p> <p>1.3 Explain how to <b>manage waste</b> to mitigate the impact on the environment</p> <p>1.4 Describe methods for reducing water consumption and pollution in the hospitality and catering industry</p> <p>1.5 Explain <b>bio-degradable</b> and re-useable packaging</p>
<p><b>2. Understand the concept of ethical considerations in the catering and hospitality industry</b></p>	<p>2.1 Discuss the ethical considerations with regards to the environmental impact of <b>conscious cooking</b></p> <p>2.2 Explain what constitutes environmentally friendly restaurants</p>

Amplification
<p><b>LO1 Understand how to support environmental sustainability in a catering environment</b></p> <ul style="list-style-type: none"> <li>• <b>Impact:</b> <ul style="list-style-type: none"> <li>○ water pollution and shortage</li> <li>○ air pollution</li> <li>○ carbon emissions</li> <li>○ climate change</li> <li>○ fats, oils, herbicides and pesticides washed down the drains</li> </ul> </li> <li>• <b>Types of waste generated:</b> <ul style="list-style-type: none"> <li>○ spoilage waste</li> <li>○ preparation waste</li> <li>○ plate waste</li> <li>○ packaging waste</li> </ul> </li> <li>• <b>Waste management:</b> <ul style="list-style-type: none"> <li>○ production forecasting and menu planning</li> <li>○ stock management, rotation, FIFO and storage procedures</li> <li>○ preparation and production planning</li> </ul> </li> </ul>

- plate sizes and portion control
- staff awareness and training
- safe disposal
- the 3 Rs – Reduce (consume less), Reuse (what you have), Recycle (what you don't want)
- **Bio-degradable:**
  - packaging that can be decomposed by bacteria or other organisms
- **Conscious cooking:**
  - food miles
  - traceability – farm to fork
  - slow food movement
  - fair trade exports
  - adherence to listed endangered species
- **Environmentally friendly restaurants:**
  - reduce waste
  - compost waste
  - grow their own vegetables and herbs
  - serve appropriate portion sizes
  - provide green food options
  - practice water efficiency
  - recycle
  - re-think take-out containers
  - reduce pollution
  - are energy efficient
  - sustainable interior decor

**Unit 9: Cold Food Preparation and Presentation**

Unit number: R/618/5801

Credit: 8

GLH: 50

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, store, finish and display cold food dishes for cold food presentation</b></p>	<p>1.1 Explain the concept of Cold Kitchen and Garde Manger</p> <p>1.2 Explain the principles of safe storage and display of cold food dishes</p> <p>1.3 Identify types of <b>Hors d'oeuvres and amuse-bouche</b></p> <p>1.4 Identify <b>cold food dishes</b> and ingredients used for cold food presentation</p> <p>1.5 Explain the different <b>preparation methods</b> for cold food presentation</p> <p>1.6 Identify the types of <b>food preservation</b> for cold food presentation</p>
<p><b>2. Be able to prepare, cook and finish a variety of cold food dishes</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for preparing food items</p> <p>2.2 <b>Select</b> food items for preparation</p> <p>2.3 <b>Prepare</b> cold food dishes using the appropriate methods and techniques</p> <p>2.4 Combine and/or <b>cook</b> specific ingredients for cold food dishes</p> <p>2.5 <b>Monitor</b> the preparation, cooking and finishing of cold food dishes</p> <p>2.6 <b>Finish</b> cold food dishes in accordance with the work instructions</p> <p>2.7 <b>Comply</b> with hygienic and safe working practices</p> <p>2.8 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings</p>

## Amplification and Range

### Learners must cover the following:

- At least two types of cocktail snacks
- At least one type of sandwich
- At least four types of complex salads
- At least two types of bound salads
- At least one type of pâté or rilette
- At least one type of terrine, mousseline, savoury parfait or savoury mousse
- At least four types of dressings and cold sauces, including mayonnaise and vinaigrette
- At least four preparation methods

### Amplification

#### **LO1 Understand how to prepare, store, finish and display cold food dishes for cold food presentation**

- **Types of Hors d'oeuvres (Cocktail Snacks) and amuse-bouche:**
  - self-standing snacks
  - rested in spoons
  - in pastry cases
  - served in terrines
  - demi-tasse and shot glasses
  - stuffed snacks
  - rolled/wrapped snacks
  - sushi
  - spiked snacks on cocktail sticks or wooden skewer sticks
  - piped items
  - canapés
  - open-faced sandwiches
- **Cold food dishes:**
  - canapés, toasts, breads, sandwiches, wraps and rolls
  - pastry items
  - terrines and seafood cocktails
  - salads, vegetables and fruit
  - dressings, oils, sauces, dips, preserves and spreads
  - forcemeats, farce, sausages, pâté, rillettes, terrines, mousselines and mousse
  - fabricated and stuffed protein preparations
  - fresh, cooked, smoked and cured protein preparations
  - eggs, dairy and cheese
- **Preparation methods:**
  - washing, peeling, trimming and re-washing
  - cutting, dicing/cubing, chopping, slicing, shredding, shaving, carving, shaping, segmenting, boning/deboning, fabricating, filleting, skinning, purging, de-bearding, gutting, scaling and pin-boning
  - coring, melon-balling, grating, skewering, tying and securing
  - brining, injecting, marinating, glazing, egg-washing
  - folding in, whipping, blending/blitzing/pureeing, mincing, lining, stuffing, filling moulding, layering, piping, spreading, rolling, rolling out, batting out, stamping/cutting-out
  - dressing, garnishing, seasoning

- **Food preservation:**
  - smoking
  - dry curing
  - wet curing
  - macerating
  - candying
  - confit (preserving with fat)
  - vacuum packing
  - bottling
  - canning
  - freezing
  - chilling

**LO2 Be able to prepare, cook and finish a variety of cold food dishes**

- **Select food items for preparation:**
  - to reflect the commodity type, correct quality and quantity required
- **Prepare cold food dishes using the appropriate methods and techniques:**
  - according to the commodity type, cooking process or work instruction
- **Cook specific ingredients:**
  - boiling
  - poaching
  - steaming
  - stewing
  - braising
  - roasting
  - grilling
  - baking
  - frying
  - microwaving
- **Monitor:**
  - time
  - temperature
  - level of cooking medium
  - quality points
- **Finish:**
  - remove
  - drain
  - hold
  - rest
  - store
  - garnish
  - serve
  - present
- **Comply with hygienic and safe working practices:**
  - by maintaining personal health, hygiene, professional appearance and professional behaviour, food safety and quality assurance, and workplace safety

**Unit 10: Kitchen Operations and Food Production Preparation**

Unit number: Y/618/5797

Credit: 7

GLH: 50

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the organisation and operations of kitchens</b></p>	<p>1.1 List the main <b>sections of a kitchen</b></p> <p>1.2 Outline the <b>kitchen staff hierarchy</b> and their roles</p> <p>1.3 Describe the three stages of <b>kitchen operations</b></p>
<p><b>2. Understand the concept of ordering and maintaining commodities for kitchen operations</b></p>	<p>2.1 Explain the principles of ordering commodities</p> <p>2.2 Explain the principles of <b>receiving and storing commodities</b></p> <p>2.3 Explain how to deal with <b>issues</b> with commodity deliveries</p> <p>2.4 Explain the principle of commodity and stock control</p>
<p><b>3. Understand the concept of food production systems in the catering and hospitality industry</b></p>	<p>3.1 Discuss how the concept of <b>food production</b> sets the professional apart from the amateur home cook</p> <p>3.2 Describe the three stages of all food production systems</p> <p>3.3 Describe the food production systems of cook-serve, cook-chill and cook-freeze operations</p>
<p><b>4. Understand the concept of interpreting menus for food production in the catering and hospitality industry</b></p>	<p>4.1 Explain the concept of mise-en-place</p> <p>4.2 Explain the concepts of a prep list, ingredient/order list, prep plan/work plan/production schedule</p> <p>4.3 Discuss standardised recipes in terms of planning for food production</p> <p>4.4 Discuss monitoring input and output quality during food production</p>
<p><b>5. Be able to interpret menus for food production in the kitchen</b></p>	<p>5.1 Break down a variety of menus to create a prep list of components for cook-serve, cook-chill and cook-freeze food production operations</p> <p>5.2 Use stock sheets to create an ingredient/order list for food production</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.3 Create a work plan/production schedule
	5.4 Monitor quality control and portion control

## Amplification

### LO1 Understand the organisation and operations of kitchens

- **Sections of the kitchen:**
  - hot kitchen
  - cold kitchen
  - pastry kitchen
  - production/banqueting kitchen
  - speciality kitchens
  - serving areas
  - receiving and storage areas
  - cleaning areas
  - waste areas
- **Kitchen staff hierarchy:**
  - head chef/executive chef
  - sous-chef (second in command)
  - pastry chef
  - chef de partie
  - commis chef/cook
  - food handler, kitchen hand, kitchen assistant, food service assistant
  - kitchen manager
  - kitchen admin manager
  - scullers and cleaners
- **Operations in the kitchen:**
  - Planning tasks – processes for preparation activities to plan menus, costings, budgets, cost control, staffing, training, facility planning, equipment resources, commodity orders and purchases
  - Organising tasks – processes for maintaining co-ordinated, safe and compliant food production areas, commodities, staff and workplace environment
  - Execution tasks – processes for preparing, cooking and finishing food items and dishes to meet customer and organisational requirements

### LO2 Understand the concept of ordering and maintaining commodities for kitchen operations

- **Principles of receiving and storing:**
  - quantity
  - quality
  - documentation has been correctly completed and calculated
  - packaging
  - pest infestation
  - temperature of the goods
  - sell by, use by or best before dates

- **Issues with commodity deliveries:**
  - damaged goods
  - incorrect quantities delivered
- **Food production:**
  - use of preparation in advance (ingredient ordering and mise-en-place)
  - menu planning
  - efficient time management
  - staff task allocation
  - kitchen co-ordination, teamwork
  - service-order collation
  - attention to detail on plating
  - handling multiple tasks, timings and volumes

**Unit 11: Menu Planning and Recipe Costing**

Unit number: H/618/5799

Credit: 8

GLH: 50

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to plan menus for a variety of meal occasions, styles and requirements</b></p>	<p>1.1 Identify different <b>types of menus</b> for different service styles</p> <p>1.2 Describe the principles of <b>menu design</b></p> <p>1.3 Describe the <b>factors</b> that should be considered in the planning of different types of menus</p> <p>1.4 Explain the methods of <b>evaluating menus</b></p> <p>1.5 Describe the <b>minimum information</b> that should be contained on a written menu</p> <p>1.6 Design menus for different requirements</p>
<p><b>2. Understand recipes and recipe costings</b></p>	<p>2.1 Define the terms Cost Price (CP), Gross Profit (GP), Markup %, Food Cost %, Recommended Selling Price (RSP) and actual Selling Price (SP)</p> <p>2.2 Describe the elements of a standardised recipe</p> <p>2.3 Scale standardised recipes to achieve the correct yield of portions</p> <p>2.4 Calculate the cost per portion using standardised recipes</p> <p>2.5 Calculate the Recommended Selling Price per portion to achieve different Food Cost percentages for these recipes</p> <p>2.6 Calculate the Gross Profit per person and per recipe</p> <p>2.7 Explain how to adjust the Selling Price to achieve a set gross profit</p> <p>2.8 Explain the principle of reducing a Cost Price/increasing Gross Profit</p>

## Amplification and Range

### Learners must cover the following:

- recipes and menus for meal occasions/themes
- recipes and menus for religious and nutritional dietary requirements
- recipes and menus for different function sizes
- recipes and menus for budgetary requirements

For AC 1.6 – Design menus for different requirements – learners must cover the following types of menu **at least once**:

- standard menus
- special meal occasion menus
- special dietary requirement menus

### Amplification

#### LO1 Understand how to plan menus for a variety of meal occasions, styles and requirements

- **Types of menus:**
  - table d’hôte (set plated menu at a set price)
  - à la carte (individually priced plated dishes)
  - buffet (self-service of a range of dishes at a set price)
  - special menus (breakfast, high tea, hospital, special meal occasions)
  - cyclical menus (weekly and monthly catering menus)
  - standard menus
- **Principles of menu design:**
  - menu balance
  - food ingredient balance
  - cost
  - sales mix
  - current trends
  - nutritional aspects
  - variety of cooking methods
  - wording
  - spelling and layout/format
- **Factors to be considered in the planning of:**
  - standard menus:
    - impact on kitchen sections
    - equipment
    - facilities
    - staffing
    - dietary requirements
    - budgets
    - seasonal availability
    - recording (recipes, methods and photographs)
  - special meal occasion menus
    - reflecting target market
    - theme
    - any special customer requests
    - number of guests
    - budget constraints

- dietary requirements
- venue
- facilities and equipment
- kitchen staff and front-of-house staff
- seasonality
- availability of supplies and cutlery, crockery, tableware and décor
- special dietary requirement menus
  - vegan
  - vegetarian
  - religion
  - allergies
  - intolerances
  - medical diets
  - lifestyle diets
  - special life-stage diets
- **Evaluating menus:**
  - trialling and testing
  - customer feedback
  - peer feedback
- **Minimum information:**
  - a full description of the dishes, including quality and/or portion size
  - if the dish is suitable for any specific dietary requirement (such as egg-free vegetarian)
  - any allergens (such as gluten, wheat, dairy, soya, peanuts, tree nuts, egg, fish, shellfish) if not already alluded to in the dish description.
  - the price

**Unit 12: Preparing, Cooking and Finishing: Stocks, Soups and Sauces**

Unit number: Y/618/5802

Credit: 3

GLH: 24

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, cook and finish stocks, soups and sauces</b></p>	<p>1.1 Identify different types of <b>stocks, soups and sauces</b></p> <p>1.2 Identify the different quality points of <b>raw ingredients</b> for stocks, soups and sauces</p> <p>1.3 Describe how to store the raw ingredients used for stocks, soups and sauces</p> <p>1.4 Describe different <b>preparation, cooking and finishing methods</b> for stocks, soups and sauces</p> <p>1.5 Describe the <b>quality points</b> of finished stocks, soups and sauces</p> <p>1.6 Describe the correct holding and storage procedures for prepared stocks, soups and sauces</p>
<p><b>2. Be able to prepare, cook and finish stocks, soups and sauces</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for stocks, soups and sauces</p> <p>2.2 Select food items for stocks, soups and sauces to reflect the commodity type</p> <p>2.3 Prepare and cook stocks, soups and sauces according to the commodity type, cooking process or work instruction</p> <p>2.4 Monitor the preparation and cooking of stocks, soups and sauces</p> <p>2.5 <b>Finish</b> stocks, soups and sauces</p> <p>2.6 Comply with hygienic and safe working practices</p> <p>2.7 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings</p>

**Amplification and Range****Learners must cover the following:****Stock**

- At least three types of stock, including White Stock and Brown Stock
- At least six preparation methods
- At least three cooking methods, including blanching, roasting and simmering

**Soup**

- At least one type of cold soup
- At least one type of broth
- At least one type of consommé
- At least three types of thick soups
- At least six preparation methods
- At least two cooking methods

**Sauces**

- At least three types of roux-based white sauces, including Béchamel
- At least three types of roux-based blonde sauces, including Velouté
- At least three types of roux-based brown sauces, including Espagnole and Demi-Glace
- At least three types of emulsified sauces, including Hollandaise and Beurre Blanc
- At least three types of tomato sauces
- At least two other types of sauces (Thickened, Reduction or Puree)
- At least four preparation methods
- At least two cooking methods

**Amplification****LO1 Understand how to prepare, cook and finish stocks, soups and sauces**

- **Types of stocks**
  - white/fond blanc
  - brown/fond brun
  - vegetables
  - fish fumet
  - court bouillon
  - bouillon
  - glace
  - dashi
  - convenience products
- **Types of soups**
  - cold
  - cooked
  - raw
  - fruit
  - hot thin
  - broth/bouillon
  - consommé
  - hot thick
  - potage (chunky)
  - purée (smooth)

- panade
- crème/béchamel
- velouté
- bisque
- chowder
- **Types of sauces**
  - mother sauces:
    - béchamel
    - velouté
    - espagnole/brown
    - hollandaise
    - sauce tomato
  - glazes:
    - glace de viande
  - thickened:
    - gravy (jus lié)
    - gums
    - starch
    - nuts
    - pectin
  - reductions:
    - wine
    - cream
    - gastriques (vinegar and fruit)
  - emulsions:
    - hollandaise
    - mayonnaise
    - butter sauces – beurre blanc, beurre noisette
  - purées:
    - fruit
    - vegetable
  - infusions
  - aerations
- **Raw ingredients**
  - stocks
    - bones/shells
    - root vegetables/mirepoix
    - seasonings/aromatics
    - liquids
  - soups
    - meat
    - vegetables
    - liquid
  - sauces
    - roux
    - eggs
    - cream
    - vegetables
    - stock
    - milk

- aromatics
- **Preparation, cooking and finishing methods**
  - stocks
    - roast bones and mirepoix for brown stocks
    - blanch bones for white stocks
    - trim and remove excess fat
    - deglaze the fond on the bottom of the pan
    - use cold water and never let a stock boil
    - skim scum, froth, foam and fat from the surface
    - reduce down to a third of the original volume
    - pass and strain
    - degrease
  - soups
    - washing
    - rewashing
    - chopping
    - slicing
    - peeling
    - grating
    - blending
    - mixing
    - simmering
    - skimming
    - straining
  - sauces
    - roux (white, blond, brown)
    - beurre manie
    - monte au beurre
    - slurry
    - liaisons (binding of butter, cream and/or egg)
    - clarifying butter
    - straining and passing
- **Quality points**
  - stocks
    - taste
    - aroma
    - colour
    - clarity
    - viscosity
  - soups
    - hot soups served hot, cold soup served chilled
    - no fat floating on the surface
    - well-seasoned and tasty
    - correct thickness according to the category of soup
    - good colour and must reflect the main ingredient
  - sauces
    - the colour should be consistent with the main ingredients
    - the sauce should appear fresh
    - the sauce should not be overly oily, but there should be a glossy shine or sheen
    - the thickener (flour/corn flour) should be thoroughly cooked out so there is no starchy

taste

- the clarity should be lustrous, with a definite sheen, perfectly smooth and with no graininess
- there should be no visible lumps
- if eggs are used, they are not scrambled
- if an emulsion sauce, not split or runny
- the body of the sauce should be thick enough to coat (nap) the back of a spoon
- seasoning should be balanced
- there should not be any taste of burned thickener or off-flavours
- the aroma should be pleasant and consistent with the main ingredients

**Unit 13: Preparing, Cooking and Finishing: Fish and Shellfish Dishes**

Unit number: D/618/5803

Credit: 4

GLH: 24

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, cook and finish fish and shellfish dishes</b></p>	<p>1.1 Identify different types of <b>fish and shellfish</b></p> <p>1.2 Identify the different <b>quality points</b> of fish and shellfish</p> <p>1.3 Describe how to store the raw ingredients used for fish and shellfish dishes</p> <p>1.4 Describe different classical <b>cuts</b> and dishes of fish</p> <p>1.5 Describe the different <b>preparation</b> and <b>cooking</b> methods for fish and shellfish</p> <p>1.6 Describe <b>curing and preservation</b> methods for fish and shellfish</p> <p>1.7 Describe the correct holding and storage procedures for prepared fish and shellfish dishes</p>
<p><b>2. Be able to prepare, cook and finish fish and shellfish dishes</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for fish and shellfish dishes</p> <p>2.2 Select food items for fish and shellfish dishes to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare and cook fish and shellfish dishes according to the commodity type, cooking process or work instruction</p> <p>2.4 Monitor the preparation and cooking of fish and shellfish dishes</p> <p>2.5 <b>Finish</b> fish and shellfish dishes</p> <p>2.6 Comply with hygienic and safe working practices</p> <p>2.7 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings</p>

**Amplification and Range**

**Learners must cover the following:**

- At least two types each of fish and shellfish (prepared and cleaned from whole)
- At least three preparation methods, including flouring, crumbing/breading and battering

- At least four cooking methods for each, including en papillote
- At least one preservation method for either fish or shellfish

### Amplification

#### **LO1 Understand how to prepare, cook and finish fish and shellfish dishes**

- **Types of fish**
  - habitat:
    - salt-water
    - fresh-water
  - flesh:
    - white fish
    - oily fish
  - shape:
    - flat
    - round
- **Types of shellfish**
  - molluscs
  - crustaceans
- **Quality points**
  - fresh fish
    - fresh salty sea smell
    - no ammonia or fishy odour
    - eyes bright and not sunken
    - gills bright pinkish-red and not dull or discoloured
    - skin undamaged, shiny and bright
    - scales plentiful and firm
    - flesh firm, plump, springy and elastic and not retaining the imprint of one's fingers
    - temperature cool
    - moist
  - fresh shellfish
    - fresh salty sea smell
    - no ammonia or fishy odour
    - colour should be bright
    - no damage
    - good weight in relation to size
    - bivalve shells should be closed and free from barnacles and mud
    - temperature cool
    - moist
  - frozen seafood
    - solidly frozen
    - uniform in colour (no freezer burn discolouration)
    - free of ice crystals
    - the wrapping/package should be unbroken
- **Cuts**
  - fillet
  - suprême
  - goujons/goujonnette

- loin
- loin steak
- darne (round fish)
- tronçon (flat fish)
- délice
- paupiettes
- en tresse/plated
- **Preparation methods**
  - fish
    - washing
    - scaling
    - gutting
    - trimming
    - scoring
    - filleting
    - skinning
    - pin boning
    - stuffing
    - coating
    - wrapping
  - shellfish
    - cleaning
    - trimming
    - purging
    - shelling
    - scraping
    - debearding
    - shucking
    - deveining
    - cracking claws
    - removing quills and beaks
  - coatings (flouring, breadcrumbing)
    - batters
    - marinating
    - seasoning
- **Cooking methods and techniques**
  - roasting
  - boiling/simmering
  - baking
  - poaching
  - stewing
  - steaming
  - grilling
  - braising

- pan-frying
- sautéing
- deep-frying
- **Curing and preservation**
  - ceviche
  - pickling
  - salting
  - drying
  - brining
  - smoking
  - vacuum packing
  - canning

**Unit 14: Preparing, Cooking and Finishing: Meat, Poultry, Game and Offal Dishes**

Unit number: H/618/5804

Credit: 14

GLH: 72

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, cook and finish meat, poultry, game and offal dishes</b></p>	<p>1.1 Identify different types of <b>meat, poultry, game</b> and <b>offal</b></p> <p>1.2 Identify the different <b>quality points</b> of raw meat, poultry, game and offal</p> <p>1.3 Describe how to store the raw ingredients used for raw meat, poultry, game and offal dishes</p> <p>1.4 Describe different <b>joints and cuts</b> of meat, poultry, game and offal</p> <p>1.5 Describe different <b>preparation</b> and <b>cooking</b> methods for meat, poultry, game and offal dishes</p> <p>1.6 Describe the correct holding and storage procedures for prepared meat, poultry, game and offal dishes</p>
<p><b>2. Be able to prepare, cook and finish meat, poultry, game and offal dishes</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for meat, poultry, game and offal dishes</p> <p>2.2 Select food items for meat, poultry, game and offal dishes to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare and cook meat, poultry, game and offal dishes according to the commodity type, cooking process or work instruction</p> <p>2.4 Monitor the preparation and cooking of meat, poultry, game and offal dishes</p> <p>2.5 Finish meat, poultry, game and offal dishes</p> <p>2.6 Comply with hygienic and safe working practices</p> <p>2.7 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings.</p>

## Amplification and Range

### Learners must cover the following:

- At least one forequarter cut of beef
- At least one hindquarter cut of beef
- At least one forequarter cut of lamb
- At least one hindquarter cut of lamb
- At least two cuts of pork
- At least one type of processed meat
- At least one type of game meat
- At least two types of poultry or gamebirds (including breaking down from a whole bird into portions)
- At least three types of offal (prepared and cleaned)
- At least six preparation methods, including boning, tying/trussing, roulade, ballotine, breading/crumbing
- At least seven cooking methods

### Amplification

#### LO1 Understand how to prepare, cook and finish meat, poultry, game and offal dishes

- **Types of meat**
  - red meat
  - white meat
  - processed meat
- **Types of poultry**
  - turkey
  - goose
  - duck
  - chicken
  - guinea fowl
  - pigeon
  - quail
  - ostrich
- **Types of game**
  - furred game
  - feathered game
- **Types of offal**
  - liver
  - kidney
  - sweetbreads
  - tongue
  - tail
  - heart
  - lungs
  - trotters/feet

- brains
- cheeks
- entrails (stomach and intestines)
- caul fat
- giblets (neck, gizzard, heart, liver)

**Quality Points**

- beef
  - marbling visible in prime cuts
  - fat creamy white (grain-fed) in colour and (creamy yellow) for grass-fed
  - pleasant aroma
  - not sticky to touch
  - flesh is bright red or deep purple/brown for hung/matured meat
- veal
  - pleasant smell
  - fat is white, mainly around kidneys
  - not feel sticky
  - flesh lean and pale pink
  - veal bones are pinkish-white, pliable and porous
  - lamb and mutton
  - lean flesh, dull red colour
  - fat evenly distributed, dry and flaky
  - fresh smell
  - bones porous, pliable, a small degree of blood present
- pork
  - pale pink flesh, fine texture
  - skin free of bristle, not wet to touch
  - bones small and pink
  - no excessive connective tissue
- game
  - pleasant but mature grassy smell
  - skin smooth and intact
  - lean, dry firm flesh
  - if the head is on, check the eyes, they should be bright and clear.
  - moderate fat covering, not excessively fatty
  - inspect the kidneys to make sure they have a good amount of white fat surrounding them
    - this indicates a younger, healthy animal that has had plenty of food throughout its life
  - fresh smell, no off-smell or ammonia odour
- offal
  - liver
    - pleasant smell
    - moist and smooth
    - red-brown colour
    - not too many tubes
  - kidneys
    - pleasant smell
    - set/fat still on kidney
    - firm not limp
  - heart
    - pleasant smell
    - moist
    - red in colour

- not too many tubes
- lungs
  - pleasant smell
  - moist and spongy
  - red in colour
- brains
  - pleasant smell
  - moist
  - no blood clots
  - firm and plump
  - light pinkish-white in colour
- sweetbreads
  - pleasant smell
  - fleshy
  - creamy white in colour
  - no blood spots or bruising visible
- tongue
  - pleasant smell
  - no throat bones or cartilage attached
  - firm and somewhat rubbery
- entrails
  - pleasant smell
  - not sticky
- oxtail
  - pleasant smell
  - even distribution of meat and fat
  - trimmed of excess fat
- **Joints and cuts**
  - prime cuts
    - leanest and most tender cuts from the hindquarter of the animal
  - tough cuts
    - parts that get most exercise e.g. neck, legs and forequarter – best for stewing and braising
  - beef joints
    - topside
    - silverside
    - thick flank
    - sirloin
    - fillet
    - rump
    - flank
    - brisket
    - ribs
    - chuck
    - blade
    - neck and clod
    - shin
  - beef cuts
    - t-bone steak
    - porterhouse steak
    - rib-eye steak
    - scotch fillet

- minute steak
- chateaubriand
- tournedos
- filet mignon
- veal cuts
  - cushion
  - loin
  - cutlets
  - escalopes
- lamb joints
  - leg
  - chump
  - loin
  - belly
  - ribs/best end
  - shoulder
  - breast
  - neck
- lamb cuts
  - crown
  - guard of honour
  - saddle
  - rolled shoulder
  - rack
  - loin chops
  - rib chops
  - blade chops
  - noisettes
  - leg steaks
  - spare ribs
  - riblets
- pork joints
  - leg
  - loin
  - belly
  - shoulder
  - shank/hock
- pork cuts
  - chops
  - fillet (tenderloin)
  - steaks
  - spareribs
  - bacon
  - hams
  - gammon
- processed meats
  - sausages
  - cold meats
- game cuts
  - leg
  - loin

- fillet
- belly
- ribs
- shoulder
- poultry joints
  - whole bird
  - spatchcock
  - breasts
  - breast fillets
  - wings
  - legs
  - thighs
  - drumsticks
- poultry cuts
  - suprêmes
  - goujon
  - wingettes
  - drummettes
  - cuts for sauté
  - roulades
  - ballotine
  - kiev
  - cordon bleu
  - leg confit
- **Preparation methods**
  - butchering
  - plucking and singeing
  - fabricating
  - boning
  - washing
  - cleaning
  - trimming
  - portioning
  - marinating
  - tenderising
  - brining
  - slicing
  - carving
  - dicing
  - cubing
  - stuffing
  - trussing
  - shaping
  - tying/securing
  - spatchcocking
  - mincing
  - grinding
  - larding
  - barding
  - roulade

- ballotine
- **Cooking methods and techniques**
  - roasting
  - grilling
  - boiling
  - frying
  - baking
  - poaching
  - stewing
  - braising

**Unit 15: Preparing, Cooking and Finishing: Vegetables, Fruits, Pulses and Vegetable Protein Dishes**

Unit number: K/618/5805

Credit: 4

GLH: 24

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, cook and finish vegetables, fruit, pulses and vegetable protein dishes</b></p>	<p>1.1 Identify different types of <b>vegetables, fruit, pulses and vegetable protein</b></p> <p>1.2 Identify the different <b>quality points</b> of raw vegetables, fruit, pulses and vegetable protein</p> <p>1.3 Describe how to store raw vegetables, fruit, pulses and vegetable protein</p> <p>1.4 Describe different <b>preparation and cooking</b> methods for vegetables, fruit, pulse and vegetable protein dishes</p> <p>1.5 Describe different types of potato preparations</p> <p>1.6 Describe the correct holding and storage procedures for prepared vegetables, fruit, pulse and vegetable protein dishes</p>
<p><b>2. Be able to prepare, cook and finish vegetables, fruit, pulses and vegetable protein dishes</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for vegetables, fruit, pulses and vegetable protein dishes</p> <p>2.2 Select food items for vegetables, fruit, pulses and vegetable protein dishes to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare and cook vegetables, fruit, pulses and vegetable protein dishes according to the commodity type, cooking process or work instruction</p> <p>2.4 Monitor the preparation and cooking of vegetables, fruit, pulses and vegetable protein dishes</p> <p>2.5 Finish vegetables, fruit, pulses and vegetable protein dishes</p> <p>2.6 Comply with hygienic and safe working practices</p> <p>2.7 Plan work, manage time and budgetary requirements, minimise wastage and optimise</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	trimmings

### Amplification and Range

#### Learners must cover the following:

- At least one vegetable gratin
- At least one vegetable stir-fry
- At least one vegetable bake
- At least one steamed vegetable dish
- At least one roasted vegetable dish
- At least one braised vegetable dish
- At least four potato dishes, including Mashed Potato, Potato Bake, Chipped Potatoes, Fondant Potatoes
- At least two types of fruits
- At least two types of pulses
- At least one type of vegetable protein
- At least six preparation methods
- At least twelve cooking methods, including Blanching and refreshing, and Par-cooking

#### Amplification

#### LO1 Understand how to prepare, cook and finish vegetables, fruit, pulses and vegetable protein dishes

- **Types of vegetables**
  - roots
  - tubers
  - bulbs
  - stems
  - seeds and pods (legumes)
  - leaves
  - brassicas (cruciferous)
  - flower
  - botanical fruit
  - fungi
  - algae (seaweed)
- **Types of fruit**
  - stone (drupes)
  - hard (pomes and melons)
  - soft (berries)
  - citrus
  - tropical
- **Types of pulses**
  - beans

- peas
- lentils
- **Types of vegetable protein**
  - soya products
    - edamame
    - textured vegetable protein (TVP)
    - tempeh
    - natto
    - tofu
  - seitan
  - Quorn
- **Quality points**
  - vegetables
    - no spouting tubers and root vegetables
    - undamaged
    - not bruised
    - not wet
    - not slimy or mouldy
    - no fermented smell
    - firm and crisp appearance
    - no wilted leaves
    - no brown spots
    - clean
  - fruit
    - undamaged
    - free of wormholes
    - good colour
    - good size and shape
    - not overripe
    - not wilted
    - firm and crisp
    - mould free
    - clean
  - dried pulses
    - undamaged packaging
    - in-date
    - no unpleasant smell
    - no discolouration
    - not wet or mouldy
    - free from foreign bodies
  - vegetable protein
    - undamaged packaging
    - no unpleasant smell
    - no discolouration
    - free from foreign bodies

- in-date

- **Preparation methods**

- washing
- re-washing
- peeling
- trimming
- coring
- shelling
- scraping
- dicing
- mincing
- slicing
- cutting
- chopping
- grating
- scoring
- shredding
- de-seeding
- topping and tailing
- stuffing
- blanching
- soaking
- seasoning
- shaping
- marinating
- piping
- layering

- **Cooking methods**

- roasting
- grilling
- baking
- frying
- boiling
- blanching
- steaming
- poaching
- stewing
- braising

**Unit 16: Preparing, Cooking and Finishing: Rice, Grain, Pasta and other Farinaceous Dishes**  
 Unit number: M/618/5806  
 Credit: 3  
 GLH: 20  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, cook and finish rice, grain, pasta and farinaceous dishes</b></p>	<p>1.1 Identify different types of <b>rice, grains, pasta</b> and <b>farinaceous items</b></p> <p>1.2 Identify the different <b>quality points</b> of raw rice, grains, pasta and farinaceous items</p> <p>1.3 Describe how to store raw rice, grains, pasta and farinaceous items</p> <p>1.4 Describe a variety of rice, grain, pasta and farinaceous dishes</p> <p>1.5 Describe different <b>preparation</b> and <b>cooking</b> methods for rice, grain, pasta and farinaceous dishes</p> <p>1.6 Describe the correct holding, finishing and storage procedures for prepared rice, grain, pasta and farinaceous dishes</p>
<p><b>2. Be able to prepare, cook and finish rice, grain, pasta and farinaceous dishes</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for rice, grain, pasta and farinaceous dishes</p> <p>2.2 Select food items for rice, grain, pasta and farinaceous dishes to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare and cook rice, grain, pasta and farinaceous dishes according to the commodity type, cooking process or work instruction</p> <p>2.4 Monitor the preparation and cooking of rice, grain, pasta and farinaceous dishes</p> <p>2.5 Finish rice, grain, pasta and farinaceous dishes</p> <p>2.6 Comply with hygienic and safe working practices</p> <p>2.7 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings</p>

**Amplification and Range****Learners must cover the following:**

- At least three types of rice dishes, including boiled, braised and fried
- At least one type of other grain dish
- At least four types of pasta dishes, including fresh ribbon, fresh stuffed and dried convenience pasta
- At least four types of farinaceous dishes, including Couscous, Polenta, Dumplings, Gnocchi
- At least one type of farinaceous flat dough dish
- At least six preparation methods including washing rice, rolling pasta and moulding dumplings
- At least five cooking methods

**Amplification****LO1 Understand how to prepare, cook and finish rice, grain, pasta and farinaceous dishes**

- **Types of rice**
  - Long-grain
    - white
    - brown
    - basmati
    - jasmine
  - short-grain
    - risotto
    - paella
    - sushi
    - pudding rice
  - carmargue red
  - glutinous black
  - wild rice
- **Types of grains/cereals**
  - major grains
    - rice
    - maize/corn (polenta)
    - wheat (semolina, couscous, cracked wheat, bulgur wheat)
  - minor grains
    - barley
    - sorghum
    - millet
    - oats
    - rye
  - pseudo-cereals
    - buckwheat/kasha
    - quinoa
    - amaranth
- **Types of pasta**
  - fresh
  - dried
  - long

- spaghetti
- ribbon
  - lasagne
  - fettuccine
  - linguine
  - tagliatelle
- shaped
  - farfalle
  - fusilli
- tubular
  - cannelloni
  - macaroni
  - penne
- soup shapes
  - orzo
  - risi
- stuffed
  - mezzaluna
  - agnolotti
  - ravioli
  - tortellini
  - cappelletti
- **Farinaceous dishes**
  - pasta
  - noodles
  - couscous
  - polenta
  - dumplings
  - gnocchi
  - flat doughs
- **Quality points**
  - dry products not wet or damp, and free of mould.
  - undamaged packaging and unbroken product
  - free of wormholes, no insect infestation (such as weevils or moths)
  - no fermented smell
  - before best-before date on the packaging
- **Preparation methods**
  - picking
  - washing
  - rewashing
  - soaking
  - draining/straining
  - sweating
  - coating
  - mixing
  - rolling
  - cutting
  - stuffing
  - moulding

- **Cooking methods**

- boiling
- steaming
- poaching
- braising
- stewing
- frying
- microwaving
- baking
- grilling

**Unit 17: Preparing, Cooking and Finishing: Egg Dishes**

Unit number: T/618/5807

Credit: 2

GLH: 10

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, cook and finish egg dishes</b></p>	<p>1.1 Identify different types of <b>eggs</b></p> <p>1.2 Identify the different <b>quality points</b> of raw eggs</p> <p>1.3 Describe how to store raw eggs</p> <p>1.4 Describe different types of egg dishes</p> <p>1.5 Describe different <b>preparation</b> and <b>cooking</b> methods for egg dishes</p> <p>1.6 Describe the correct holding and storage procedures for prepared egg dishes</p>
<p><b>2. Be able to prepare, cook and finish egg dishes</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for egg dishes</p> <p>2.2 Select food items for egg dishes to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare and cook egg dishes according to the commodity type, cooking process or work instruction</p> <p>2.4 Monitor the preparation and cooking of egg dishes</p> <p>2.5 Finish egg dishes</p> <p>2.6 Comply with hygienic and safe working practices</p> <p>2.7 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings</p>

## Amplification and Range

### Learners must cover the following:

- At least six types of egg dishes
- At least three preparation methods, including separating and whisking/foaming
- At least four cooking methods

### Amplification

#### LO1 Understand how to prepare, cook and finish egg dishes

- **Eggs**
  - chicken/hens
  - quail
  - duck
  - goose, turkey, ostrich
  - fish
    - roe
    - caviar
    - imitation caviar
- **Quality points**
  - check for cracks
  - check boxes for wet patches
  - check packaging for dates
  - fresh eggs
    - firm, thick and well-rounded yolk
  - bad eggs
    - thin, runny white, enlarged flat yolk
- **Preparation methods**
  - cracking
  - separating
  - beating
  - whisking/foaming
  - folding-in
- **Cooking methods and techniques**
  - boiling
  - poaching
  - steaming
  - frying
  - baking
  - griddling

**Unit 18: Preparing, Cooking and Finishing: Pastry and Bakery Products**

Unit number: A/618/5808

Credit: 4

GLH: 24

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, cook and finish pastry and bakery products</b></p>	<p>1.1 Identify different types of <b>pastry and bakery products</b></p> <p>1.2 Identify the different quality points of <b>raw ingredients</b> for pastry and bakery products</p> <p>1.3 Describe how to store the raw ingredients used for pastry and bakery products</p> <p>1.4 Describe different <b>preparation</b> and <b>cooking</b> methods for pastry and bakery products</p> <p>1.5 Identify different <b>fillings, toppings and creams</b> for pastry and bakery products</p> <p>1.6 Describe the correct storage procedures for prepared pastry and bakery products</p>
<p><b>2. Be able to prepare, cook and finish pastry and bakery products</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for pastry and bakery products</p> <p>2.2 Select food items for pastry and bakery products to reflect the commodity type, correct quality and quantity</p> <p>2.3 Prepare and cook pastry and bakery products according to the commodity type, cooking process or work instruction</p> <p>2.4 Monitor the preparation and cooking of pastry and bakery products</p> <p>2.5 Finish pastry and bakery products</p> <p>2.6 Comply with hygienic and safe working practices</p> <p>2.7 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings</p>

## Amplification and Range

### Learners must cover the following:

- At least two types of bread, including flatbread and lean bread
- At least four types of pastry, including short, choux and convenience puff
- At least three types of biscuits and scones, including foamed, creamed and rubbed-in
- At least four types of cakes, including foamed sponge, creamed sponge, batter sponge
- At least ten preparation methods
- At least two cooking methods

### Amplification

#### LO1 Understand how to prepare, cook and finish pastry and bakery products

- **Pastry and Bakery products**
  - breads
    - unleavened flatbread
    - un-yeasted
    - yeasted lean
    - enriched
    - sweet dough
  - pastry
    - short
    - sweet
    - sable
    - choux
    - laminated puff
    - stretched phyllo and strudel
    - suet
    - hot water
    - convenience pastry
  - biscuits and scones
    - creamed sables a la poche and langue de chat
    - foamed biscuit a la cuillère
    - mixed biscuits
    - rubbed-in shortbread
    - scones
  - cakes
    - foamed egg sponge
    - creamed butter sponge
    - chemically aerated batter sponge
    - dense (fruit and tortes)
    - flourless (baked and unbaked)
  - finished products
    - petit fours
    - flans
    - tarts/tartlets
    - pies
    - crumbles
    - cobblers

- **Raw ingredients**
  - flour
    - strong flour – bread making, puff pastry, choux paste
    - soft flour (cake flour) – pastry, cakes, biscuits
    - self-raising flour – with baking powder
  - salt
  - sugar
  - leaveners
  - yeast
  - bicarbonate of soda (baking soda)
  - baking powder
  - fat
  - butter
  - pastry margarine
  - oil
  - suet
  - egg yolks
  - cream
  
- **Preparation methods**
  - weighing
  - measuring
  - mixing
  - stirring in
  - whisking
  - whipping
  - foaming
  - folding in
  - kneading
  - sifting
  - rubbing in
  - shaping
  - spreading
  - piping
  - rolling
  - cutting
  - greasing
  - lining
  - portioning
  - resting
  - proving
  - creaming
  - filling
  - tempering
  - chilling
  - docking
  - icing
  - scoring
  - slashing
  - glazing
  - dusting
  - dipping

- sprinkling
- trimming
- **Cooking methods and techniques**
  - blind baking
  - double-panning
  - baking
  - boiling
  - steaming
  - poaching
  - frying
- **Fillings, toppings and creams**
  - sweet
    - crème pâtissière
    - Chantilly cream
    - frangipani/almond cream
    - butter cream
    - butter icing
    - royal icing
    - glace icing
    - ganache
    - marzipan
    - fruit curd
    - fresh fruit
    - jams
    - cream
  - savoury
    - cheese
    - eggs
    - meat
    - fish
    - shellfish
    - dairy products
    - vegetables
    - herbs
    - spices

**Unit 19: Preparing, Cooking and Finishing: Desserts**

Unit number: F/618/5809

Credit: 3

GLH: 24

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, cook and finish desserts</b></p>	<p>1.1 Identify different types of <b>desserts</b></p> <p>1.2 Identify different <b>quality points</b> of desserts</p> <p>1.3 List different <b>preparation</b> and <b>cooking</b> methods for desserts</p> <p>1.4 Describe the correct storage procedures for prepared desserts</p>
<p><b>2. Be able to prepare, cook and finish desserts</b></p>	<p>2.1 Select clean, correct and functional <b>tools and equipment</b> for making desserts</p> <p>2.2 Select food items for desserts to reflect the commodity type, correct quality and quantity</p> <p>2.3 Prepare and cook desserts according to the commodity type, cooking process or work instruction</p> <p>2.4 Monitor the preparation and cooking of desserts</p> <p>2.5 Finish desserts</p> <p>2.6 Comply with hygienic and safe working practices</p> <p>2.7 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings</p>

**Amplification and Range**

**Learners must cover the following:**

- At least four types of hot desserts
- At least four types of cold desserts
- At least seven preparation methods
- At least three cooking methods

**Amplification**

**LO1 Understand how to prepare, cook and finish hot and cold desserts**

- **Types of dessert**
  - hot
    - sponge-based – steamed or baked
    - fruit-based – baked or poached
    - batter-based – pancakes, crêpes
    - egg-based – custards
    - pastry-based – pies and tarts
    - milk puddings – rice pudding
    - hot soufflés
  - Cold
    - gelatin set – jellies
    - cold mousses and soufflés
    - fruit based
    - egg based – custards
    - pastry based – pies and tarts
    - meringue-based
    - frozen deserts
    - cheese-based
    - cold rice desserts
- **Quality points**
  - fresh ingredients
  - temperature
  - correct consistency
  - correct texture
  - colour
- **Preparation methods**
  - weighing
  - measuring
  - mixing
  - whisking
  - whipping
  - foaming
  - sifting
  - rubbing in
  - folding in
  - shaping
  - spreading
  - piping
  - rolling
  - cutting
  - greasing
  - lining
  - portioning
  - resting
  - creaming
  - filling
  - tempering
  - moulding
- **Cooking methods**
  - baking

- boiling
- poaching
- steaming
- stewing
- frying
- **Tools and equipment**
  - colour-coded utensils and boards
  - food mixer
  - palette knife
  - bowl scrapers
  - flan rings
  - pudding moulds
  - glassware
  - plate ware
  - cooling racks
  - silicon sheets
  - pastry brush
  - zester

### Appendix 3: Sample assessment material

#### Portfolio of evidence

Please refer to the Learner Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner’s portfolio sufficiently covers all learning outcomes, assessment criteria and range as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings
- recipe/assessment logs, including photographs of finished dishes
- menus

Please see below a screenshot of the Evidence Tracking sheet that can be found in the Learner Pack that should be used to support the successful completion of the qualification.

**Evidence Tracking Sheet - Example**

Learner Name			
Centre Name			
<b>Unit 1: Unit name (Unit no)</b>			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
3.	3.1	Q, D	8

*Fill in the portfolio reference for each assessment criteria*

  

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet		Assessment method key: Obs Observation De Product evidence Q Questioning Sim Simulation/assignment PD Discussion	Fill in each assessment method used, using the key	Insert the date that the Assessment Criteria was fully met
Assessor Signature	Date:			
IQA Signature (if sampled)	Date:			
EQS Signature (if sampled)	Date:			

*If sampled, the IQA/EQS must also sign and date this tracking sheet*