



**Level 3 Diploma
Advanced
Professional Cookery**
(HC110-01)

**Level 3 Diploma
Advanced
Professional Cookery
(Kitchen and Larder)**
(HC110-02)

Qualification

Level 3 Diploma in advanced professional cookery (HC110)

- **Level 3 Diploma in Advanced Professional Cookery (HC110-01)**
- **Level 3 Diploma in Advanced Professional Cookery- Kitchen and Larder (HC110-02)**

Title and level	GLH	TQT	Global Skills Qualification number
Level 3 Diploma in Advanced Professional Cookery	785	1000	HC110-01
Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder)	555	740	HC110-02

Introduction

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

The GSQ Level 3 Diploma in Professional Cookery is a qualification that is either assessed in a workplace or realistic work environment.

The level 3 Advanced Professional Cookery Kitchen and Larder qualification is designed to develop students' advanced skills and techniques in producing vegetables, poultry, meat, game and fish and shellfish dishes. You will learn the supervision techniques required to ensure the principles of food preparation and safety are followed throughout your practice. Your skills can be developed further by adding additional units to achieve the level 3 Diploma in Advanced Professional Cookery, these units include finishing dressings, hot and cold sauces and producing Biscuits, cakes, sponges and petit fours.

Candidate Entry Requirements

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

It is recommended that candidates should have a minimum of a level 2 qualification in cookery. However, experience of working in the industry at the level 2 standard will be adequate to ensure they have the potential to gain the qualification successfully.

Qualification Units

To achieve the **HC100-01 Level 3 Diploma in Advanced Professional Cookery**, learners must achieve **100** credits

All mandatory units must be achieved

Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
406	K/502/3775	The principles of food safety supervision for catering	3	25
401	J/600/9151	Supervisory skills in the hospitality industry	8	30
402	L/600/9152	Practical Gastronomy	11	60
405	R/600/9153	Advanced skills and techniques producing vegetables and vegetarian dishes	9	90
407	R/600/9155	Advanced skills and techniques producing meat dishes	17	140
408	H/6009156	Advanced skills and techniques producing poultry and game dishes	14	110
409	M/600/9158	Advanced skills and techniques producing fish and shellfish dishes	12	100
411	A/601/6565	Produce petits fours	6	56
412	K/601/6562	Produce paste products	4	38
413	J/601/6567	Produce hot, cold and frozen deserts	6	50
414	L/601/6568	Produce fermented dough and batter products	4	37
415	R/6016569	Produce Biscuits, cakes and sponges	6	49

To achieve the **HC100-02 Level 3 Diploma in Advanced Professional Cookery, Kitchen and Larder** pathway learners must achieve 74 credits

All mandatory units must be achieved

Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
406	K/502/3775	The principles of food safety supervision for catering	3	25
401	J/600/9151	Supervisory skills in the hospitality industry	8	30
402	L/600/9152	Practical Gastronomy	11	60
403	R/600/9153	Advanced skills and techniques producing vegetables and	9	90

		vegetarian dishes		
407	R/600/9155	Advanced skills and techniques producing meat dishes	17	140
408	H/6009156	Advanced skills and techniques producing poultry and game dishes	14	110
409	M/600/9158	Advanced skills and techniques producing fish and shellfish dishes	12	100

Total Qualification Time

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

Title and level	GLH	TQT
Level 3 Diploma in Advanced Professional Cookery	785	1000
Level 3 Diploma in Advanced Professional Cookery - Kitchen and Larder	555	740

Portfolio of evidence

To achieve this portfolio, you will need to produce a portfolio of evidence to show that you have the knowledge and skills in your chosen qualification. You will need to demonstrate the practical skills required and be observed by a competent tutor/assessor who will support you with evidence collection.

Your knowledge and understanding and practical skills will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Centre Requirements

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 and deep fat fryers

- worktop space – stainless steel workstations or tables
- washing facilities – hand washing, food preparation and washing up
- refrigerator or freezer space
- small and large equipment – it is recommended that centre review the range of equipment requirements against each unit within the qualification.

Centre Staffing

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

- be occupationally competent or technically knowledgeable in the area[s] 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 and continue to achieve a minimum 30 professional development hours per year
- have credible experience of providing training

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Tutors/Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer qualifications are valued as qualifications for Centre staff, but they are not currently a requirement for the qualifications.

Continual Professional Development (CPD)

Centres must support their staff to ensure that they have a 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.

Qualification Structure

Unit 406 The principles of food safety supervision for catering

UAN: K/502/3775

Level: 3

Credit value: 3

GLH: 25

Aim

The aim of this unit is to give you an understanding of the importance of kitchen organisation and food safety.

You will investigate methods to prevent hazards, systems to maintain standards, and monitoring procedures to maintain a consistent approach.

You will look at the role of different levels of staff in the implementation and management of food and kitchen safety, and how the organisation must work together to ensure a safe environment is achieved.

Achieving knowledge outcomes

Your knowledge and understanding will be assessed using some of the following methods

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Learning outcome 1 1. Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1 Summaries the importance of food safety management procedures 1.2 Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance 1.3 Outline how the legislation is enforced
Learning outcome 2 2. Understand the application and monitoring good hygiene practice	2.1 Explain the importance of, and methods for, temperature control 2.2 Explain procedures to control contamination and cross-contamination 2.3 Justify the importance of high standards of personal hygiene 2.4 Explain procedures for cleaning, disinfection and waste disposal 2.5 Outline requirements relating to the design of food premises and equipment 2.6 Describe the importance of, and methods for, pest control
Learning outcome 3	3.1 Describe the importance to food safety of

3. Understand how to implement food safety management procedures	microbial, chemical, physical and allergenic hazards 3.2 Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions 3.3 Explain the requirements for monitoring and recording food safety procedures 3.4 Describe methods for, and the importance of, evaluating food safety controls and procedures
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Unit 401 Supervisory skills in the hospitality industry

UAN: D/506/1746
Level: 3
Credit value: 8
GLH: 30

Aim

The aim of this unit is to develop the knowledge and understanding required for the supervision of an area in the hospitality industry. It is especially important that supervisors in the hospitality industry take health and safety into account, for the safety of the staff and clientele.

You will learn how to produce evidence for carrying out risk assessments and progress by implementing and monitoring health and safety policies. You will also learn the processes of recording and storing health and safety information.

You will also study leadership skills, how to implement training for your team and the importance of team development.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Source support to meet health and safety legislative requirements
1. be able to apply and monitor good health and safety practices	1.2	Conduct self in the workplace to meet relevant health and safety requirements
	1.3	Carry out risk assessments
	1.4	Record relevant information
	1.5	Monitor health and safety policies and procedures
	1.6	Carry out staff training needs analysis to meet health and safety requirements

	1.7	Produce effective training materials
Learning outcome 2 2. know the health and safety requirements of a professional kitchen	2.1	Identify the requirements of health and safety legislation in relation to the professional kitchen
	2.2	Explain how organisations ensure compliance with legislation
	2.3	Explain the responsibilities of supervisors in relation to health and safety
	2.4	Identify sources of support in meeting health and safety requirements
	2.5	Explain the importance of carrying out risk assessments
	2.6	Describe the process of carrying out a risk assessment
	2.7	Explain the purpose of recording and reporting procedures
	2.8	Identify training requirements common within the hospitality industry
	2.9	Explain different methods of training
Learning outcome 3 3. understand how to apply staff supervisory skills within a small team	3.1	Describe the range of supervisory tasks within the hospitality industry
	3.2	Describe the purpose of supervision
	3.3	Describe characteristics of leadership
	3.4	Identify leadership styles suitable for different situations
	3.5	Describe the benefits of team development
	3.6	Identify the characteristics of a good team

Unit 402 Practical Gastronomy

UAN: Y/506/1728

Level: 3

Credit value: 11

GLH: 60

Aim

The aim of this unit is to develop your knowledge and understanding of the art of gastronomy, looking at the history and key individuals that have shaped the industry and how this has changed through the addition of different cultures and lifestyles over the past 100 years. This unit will also explore the customer dining experience and how the beverages complement food.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Audio-visual media
- Written questions
- Oral questions
- Assignments
- Case studies

Learning outcome 1	1.1	Evaluate dining experiences
1. be able to understand the influences on eating and drinking culture	1.2	Investigate the supply of commodities
	1.3	Define the term gastronomy
	1.3	Identify the factors that make a good dining experience
	1.4	Identify different meal types and dining experiences
	1.5	Explain the relationship between customer needs and different types of dining experience
	1.6	Identify the types of beverages that complement different foods
	1.7	Explain the influences of different cultures/religions on eating and drinking
	1.8	Explain how science and technology have affected eating and drinking
	1.9	Explain the influence changes in lifestyles have had on eating and drinking
	1.10	Describe the influence of the media on eating and drinking.
	1.11	Describe the contributions of individuals who have made significant impact on professional cookery
	1.12	Explain the considerations to take into account when choosing suppliers
	1.13	Describe the effect geography has on

	1.14	local produce. Explain the impact that the development of transport/transportation has had on food
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Unit 405 Advanced skills and techniques in producing vegetables and vegetarian dishes

UAN: R/506/1727

Level: 3

Credit value: 9

GLH: 90

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing and cooking vegetables to dish specifications. The emphasis in this unit is for you to develop precision, speed and control of existing skills, and to develop more refined and advanced techniques.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning. When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. be able to produce vegetable and vegetarian dishes	1.1	Apply professional standards of practices
	1.2	Produce vegetable and vegetarian dishes to dish specifications using advanced skills and techniques
	1.3	Finish vegetable and vegetarian dishes using advanced skills
	1.4	Present dishes to meet styles of service
	1.5	Evaluate finished dishes
	1.6	Implement correct storage procedures
Learning outcome 2 2. understand how to produce vegetable and vegetarian dishes	2.1	Identify commodities suitable for vegetarian and vegan dishes
	2.2	Describe advanced skills and techniques for preparing and cooking vegetables

	2.3	State factors affecting the composition of vegetables
	2.4	Describe how the composition of different vegetables influences the choice of cooking method
	2.5	Explain the effect of cooking methods on vegetables
	2.6	Describe the cooking requirements for different vegetables
	2.7	Identify relevant sauces and dressings to serve with advanced vegetable products
	2.8	Identify the quality points for a range of vegetable dishes
	2.9	Describe how to control time, temperature and environment to achieve desired outcome in vegetable dishes

You must produce evidence of covering the minimum requirements

<i>Cook a minimum of 8 types of vegetable and vegetarian Dishes</i>
Mousse
Soufflé
Galette
Pies
Casseroles/stews
Strudels
Tatin
Crêpes
Fritters
Subrics
Roulade
Falafel
Gougère
Stuffe
<i>Produce vegetable and vegetarian dishes using a minimum of 5 advanced</i>
Smoking
Marinating
Carving
Shaping
Turning
Pickling
Sous vide
Acidulated liquid
Étuve
Drying
<i>Finished vegetable and vegetarian dishes to meet a minimum of 3 dish requirements</i>
Portion size
Portion control

Filling
Sauces
Dressings/accompaniments
Garnishes

Unit 407 Advanced skills and techniques in producing meat dishes

UAN: A/506/1737
Level: 3
Credit value: 17
GLH: 140

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in producing meat dishes. The unit builds on existing skills in order to develop advanced knowledge and techniques of the principles of meat dishes, with an emphasis on both speed and precision. You will be expected to show professional practices and demonstrate your knowledge and techniques by using a variety of preparation and cookery methods. You will be able to state the different cuts of meat and offal, and how the type and cut of meat influences the preparation and cookery techniques and methods used. You will present your dishes to meet different styles of service and evaluate dishes against set standards.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. be able to prepare meat, cuts, joints and associated products	1.1	Apply professional standards of practices
	1.2	Prepare meat, cuts, joints and meat products to dish specifications using advanced skills and techniques
	1.3	Implement correct storage procedures
Learning outcome 2 2. understand how to prepare meat, cuts, joints and associated products	2.1	State factors affecting the composition of meat
	2.2	Describe how the composition of different meats influences the choice

	2.3 of processes and preparation methods Describe the range of products available after dissection of a carcass 2.4 Describe the methods in producing fine and coarse forcemeats 2.5 Compare the effects of different preservation methods for meat
Learning outcome 3 3. be able to produce meat dishes and associated products	3.1 Apply professional standards of practices 3.2 Produce meat based dishes to dish specifications using advanced skills and techniques 3.3 Finish meat based dishes using advanced skills 3.4 Present dishes to meet styles of service 3.5 Evaluate finished dishes 3.6 Implement correct storage procedures
Learning outcome 4 4. understand how to produce meat dishes and associated products	4.1 Describe how the composition of different meats influences the choice of cooking method 4.2 Explain the effects that cooking methods have on fats, proteins and connective tissues within meat 4.3 Describe the cooking requirements for different joints, cuts of meat and offal 4.4 Identify relevant sauces and dressings and finishes for advanced meat products 4.5 Describe the quality points for a range of meat dishes and offal 4.6 Describe how to control time, temperature and environment to achieve desired outcome in meat dishes 4.7 Describe the skills required to check and finish the dish to specification

You must produce evidence of covering the minimum requirements

<i>Prepare and cooked a minimum of 3 types of meat, cuts, joints and associated products</i>
Lamb
Pork
Beef
Veal
<i>Prepare meat, cuts, joints and associated products using a minimum of 8 advanced skills and techniques</i>
Filleting
Tunnel boning
Tying and rolling
Stuffing
Barding

Larding
Smoking
Curing
Drying
Compressing and shaping techniques
Tenderising
Marinating
Mincing/blending and preparation of fine/coarse forcemeats
<i>Produce dishes using a minimum of 4 methods</i>
Sous vide
Cooking at lower temperatures
Pot roasting
Roasting (stuffed saddle of lamb)
Pâtés and terrines
Combination cooking
<i>Finished dishes using a minimum of 6 advanced skills</i>
Carving
Portion control
Plating for service
Choice of plate
Precision
Speed and technique
Saucing
Garnishing
<i>Presented dishes to meet a minimum of 2 service style</i>
Plated
Silver
Carved/buffet
Implemented all storage procedures
Refrigeration
Freezing
Packaging
Labelling with date
Stock rotation

Unit 409 Advanced skills and techniques producing fish and shellfish dishes
UAN: L/506/1726
Level: 4
Credit value: 14
GLH: 110

Aim

The aim of this unit is to prepare you for producing fish and shellfish dishes to a high standard as expected in first class establishments. You will be covering advanced skills and techniques and studying the different types of fish and shellfish currently available to the catering industry. Some of these commodities are unusual and many are very expensive, therefore it is extremely important that you can produce these dishes to a high standard.

You will study the sources of, and different types of fish and shellfish. You will learn the preparation methods for shellfish, and how to fillet and portion fish. Furthermore, it is important that you understand the various methods of preserving fish and shellfish and the effects this will have on the finished dish. You will be cooking fish and shellfish dishes, using appropriate cooking methods and sauces or garnishes for the type of dish you are preparing.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning. When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. be able to prepare poultry and game, cuts, joints and offal	1.1	Apply professional standards of practices
	1.2	Prepare poultry and game to dish specifications using advanced skills and techniques
	1.3	Implement correct storage procedures
Learning outcome 2 2. understand how to prepare poultry, and game, cuts, joints and offal	2.1	Explain the difference between poultry and game
	2.2	Identify different types of poultry and game

	2.3 Identify the seasons for game 2.4 State factors affecting the composition of meat 2.5 Describe the quality points for poultry and game 2.6 Describe how the composition of the meat influences the choice of processes and preparation methods 2.7 Identify cuts, joints and offal after dissection 2.8 Describe the methods in producing fine and coarse forcemeats 2.9 Compare the effects of different preservation methods for poultry and game
Learning outcome 3 3. be able to produce poultry, game dishes and offal	3.1 Apply professional standards of practices 3.2 Produce poultry and game dishes to dish specifications using advanced skills and techniques 3.3 Finish poultry and game dishes using advanced skills 3.4 Present dishes to meet styles of service 3.5 Evaluate finished dishes 3.6 Implement correct storage procedures

You must produce evidence of covering the minimum requirements

<i>Prepare and cooked a minimum of 4 types of fish and shellfish</i>
Round
Flat
Oily
Crustacean
Molluscs
Cephalopods
Eel
<i>Prepare fish and shellfish using a minimum of 3 techniques</i>
Filleting
Skinning
Stuffing
Opening shellfish
Preparing forcemeats
Preparing panadas
Carving smoked fish
<i>Produce fish and shellfish dishes using a minimum of 3 techniques</i>
Soufflés
Sushi/sashimi
Quenelles
Multilayered terrines
Bisque

Clarifying fish/shellfish consommé
<i>Present dishes to meet a minimum of 2 service styles</i>
Plated
Silver
Carved/buffet
Implement all storage procedures
Refrigeration
Freezing
Labelling with date
Stock rotation

Unit 408 Advanced skills and techniques in producing poultry and game dishes

UAN: R/506/1744
Level: 3
Credit value: 12
GLH: 100

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in producing poultry and game dishes.

You will learn the differences between poultry and game, and how the type and cut influences the preparation methods and cooking techniques.

You will present your dishes to meet different styles of service and evaluate them against set standards.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. be able to prepare fish and shellfish dishes and fish and shellfish products	1.1 Apply professional standards of practices 1.2 Prepare fish and shellfish to dish specifications using advanced skills and techniques 1.3 Implement storage procedures 1.4 Explain the impacts of line caught, net caught and farmed fish
Learning outcome 2 2. understand how to prepare fish and shellfish dishes and fish and shellfish products	2.1 Describe the range of products available after filleting 2.2 Describe the methods in producing fine and coarse forcemeats

	2.3	Explain the uses of types of panadas
	2.4	Compare the effects of different preservation methods for fish and shellfish
Learning outcome 3 3. be able to produce fish, shellfish dishes and fish and shellfish products	3.1	Apply professional standards of practices
	3.2	Produce fish and shellfish dishes to dish specification using advanced skills and techniques
	3.3	Finish fish and shellfish dishes using advanced skills
	3.4	Present dishes to meet styles of service
	3.5	Evaluate finished dishes
	3.6	Implement storage procedures
Learning outcome 4 4. understand how to produce fish, shellfish dishes and fish and shellfish products	4.1	Describe how the composition of different fish and shellfish affects the choice of cooking method
	4.2	Explain the effect of cooking methods on fish and shellfish
	4.3	Describe the cooking requirements for different fish and shellfish
	4.4	Identify sauces and dressings to serve with advanced fish and shellfish products
	4.5	Describe the quality points for fish and shellfish dishes
	4.6	Describe how to control time, temperature and environment to achieve desired outcome in fish and shellfish dishes
	4.7	Describe the skills required to check and finish the dish to specification

You must produce evidence of covering the minimum requirements

<i>Prepare a minimum of 2 types of poultry and game</i>
Feathered
Furred
Large
<i>Use a minimum of 6 preparation methods</i>
Tying and trussing whole birds for roast
Jointing
Preparation of saddles
Boning
Stuffing and filling for ballontine
Stuffing and filling galantine
Mincing
Blending
Forcemeats
Larding and barding
Tenderising

Marinating
<i>Maintain a minimum of 2 storage procedures</i>
Check cooling times
Storage temperature
Labels and dates
Raw stored below cooked game and poultry
<i>Cook a minimum of 4 advanced game and poultry dishes</i>
Pot roasting
Roasting
Fricassée
Blanquettes
Jugged hare
Ballontines
Galantines
Pâtés
Terrines
<i>Use a minimum of 2 finishing techniques</i>
Garnish
Sauce
Emulsion
Foam
<i>Present dishes for a minimum of 2 service styles</i>
Plating
Silver service
Banquet
Buffet

Unit 414 Produce fermented dough and batter products

UAN: H/506/1747
Level: 3
Credit value: 4
GLH: 37

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, cooking and finishing fermented dough and batter products for service.

You will learn to produce products using traditional methods, culinary science and contemporary styles.

You will be able to identify faults in products as well as correct and rectify them.

You will learn how to use professional practices to control time and temperature, and to finish fermented dough and batter products in a variety of ways whilst following food safety guidelines.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. be able to produce dough and batter products	1.1 Perform operations in line with current professional standards of practices 1.2 Produce dough and batter products to recipe specifications a. Using traditional, classical and modern skills and techniques b. Using culinary science c. Using contemporary styles 1.3 Carry out quality checks during production of fermented dough and batter products
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	1.4 Identify potential faults for a range of fermented dough and batter products 1.5 Correct products that do not meet quality requirements
Learning outcome 2 2. understand how to produce dough and batter products	2.1 Explain techniques for the production of fermented dough and batter products, including a. Traditional, classical and modern skills and techniques b. Culinary science c. Contemporary styles 2.2 List appropriate flavour combinations 2.3 Explain considerations when balancing ingredients in recipes for fermented dough and batter products 2.4 Explain the effect of preparation and cooking methods on the end product 2.5 Describe how to control time, temperature and environment to achieve desired outcome when producing fermented dough and batter products
Learning outcome 3 3. be able to finish dough and batter products	3.1 Finish dough and batter products a. Using traditional, classical and modern skills and techniques b. Using culinary science c. Using contemporary styles 3.2 Check the finished product meets dish requirements 3.3 Present products to meet styles of service 3.4 Store dough and batter products correctly
Learning outcome 4 4. understand how to finish dough and batter products	4.1 Identify fillings , glazes, creams and icings for dough and batter products 4.2 Identify ingredients in paste products that may cause allergic reactions 4.3 Calculate food costs for producing dough and batter products 4.4 Explain how food costs and other factors affect profit when producing dough and batter products

You must produce evidence of covering the minimum requirements

<i>Produce a minimum of 8 types of fermented dough and batter products</i>
White bread
Wholemeal bread
Sour dough
Olive bread

Sun-dried tomato bread
Baguettes
Focaccia
Ciabatta
Croissants
Brioche
Pumpernickel
Savarin
Danish pastries
Panettone
Stollen
Blinis
<i>Use a minimum of 8 finishing techniques</i>
Glazing
Brushing
Dipping
Dusting
Spreading
Cream
Crème Chantilly
Crème patisserie
Jams
Fruits
Fruit purées
Chocolate
Marzipan
Herbs
Spices
Garlic
<i>Implement all storage procedures</i>
Refrigeration
Freezing
Packaging
Labelling with date
Stock rotation

Unit 411 Produce petits fours

UAN: R/506/1730

Level: 3

Credit value: 6

GLH: 56

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in the production of petit fours. Petit fours means “little ovens”; they are small, sweet items served at the end of the meal, usually with coffee. They are often chocolate, sugar or biscuit-based and are prepared skillfully and patiently using a variety of methods and techniques.

You will learn the characteristics of different types of petit fours, their preparation methods, the equipment required and safe working methods.

You will also learn how to perform operations in line with current professional practices using traditional, classical and modern techniques. You will understand the importance of checking for quality, identifying and correcting faults in petit fours.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning. When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1 Perform operations in line with current professional practices
1. be able to produce petits fours	1.2 Produce petits fours , including glacé, sec and confiserie variée, to recipe specifications a. Using traditional, classical and modern skills and techniques b. Using culinary science c. Using contemporary styles

	1.3 Carry out quality checks during production of petits fours 1.4 Identify potential faults for a range of petits fours 1.5 Correct products that do not meet quality requirements
Learning outcome 2 2. understand how produce petit fours	2.1 Explain techniques for the production of petits fours, including a. Importance of consistency b. Traditional, classical and modern skills and techniques c. Culinary science d. Contemporary styles 2.2 List appropriate flavour combinations 2.3 Explain considerations when balancing ingredients in recipes for petits fours 2.4 Explain the effect of preparation and cooking methods on the end product 2.5 Describe how to control time, temperature and environment to achieve desired outcome when producing petits fours.
Learning outcome 3 3. be able to finish petit fours	3.1 Finish petits fours a. Using traditional, classical and modern skills and techniques b. Using culinary science c. Using contemporary styles 3.2 Check the finished product meets dish requirements 3.3 Present products to meet styles of service 3.4 Store petits fours correctly
Learning outcome 4 4. understand how to finish petit fours	4.1 Identify relevant fillings, glazes, creams and icings for petits fours 4.2 Identify ingredients in petits fours that may cause allergic reactions 4.3 Calculate food costs for producing petits fours 4.4 Explain how food costs and other factors affect profit when producing petits fours

You must produce evidence of covering the minimum requirements

<i>Produce a minimum of 2 categories of petite fours</i>
Glacé
Sec
Confiserie variée
<i>Use a minimum of 4 methods, techniques and styles</i>
Traditional

Classical
Modern
Culinary science
Contemporary styles
Carry out all quality checks
Temperature while preparing and cooking
Consistency
Uniform size
Suitable size
Flavour
Colour
<i>Use a minimum of 4 traditional, classical and modern finishing skills and techniques</i>
Dipping
Moulding
Piping
Rolling
Cutting
Spreading
Glazing
Acetate/guilding
<i>Use a minimum of 1 culinary science finishing technique</i>
Glazing
Acetate/guilding
Sugar
<i>Use a minimum of 2 contemporary style finishing techniques</i>
Cutting
Shaping
Decorating
Colours
<i>Check the finished product meets all dish specifications</i>
Size
Shape
Texture
Flavour
Presentation
<i>Use all the correct storage procedures</i>
Covered
Labels and dates
Appropriate temperature
Area humidity control

Unit 412 Produce paste products

UAN: L/506/1760
Level: 3
Credit value: 4
GLH: 38

Aim

The aim of this unit is to develop the knowledge, understanding and practical skills required for the production of paste products.

You will learn how to prepare the various products and identify which tools and equipment are suitable. You will also be exploring how to correct faults with products.

You will learn about the cooking of these items and take into account temperatures and healthy eating. You will be able to finish and present products using both filling and decoration techniques. If the products have been baked in advance, you will also be studying their safe and hygienic storage.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1	1.1	Perform operations in line with current professional practices
1. be able to produce paste products	1.2	Produce paste products to recipe specifications a. Using traditional, classical and modern skills and techniques b. Using culinary science c. Using contemporary styles
	1.3	Carry out quality checks during production of paste products
	1.4	Identify potential faults for a range of

	1.5	paste products Correct products that do not meet quality requirements
Learning outcome 2 2. understand how to produce paste products	2.1 2.2 2.3 2.4 2.5	Explain techniques for the production of paste products to include: a. Construction b. Traditional, classical and modern skills and techniques c. Culinary science d. Contemporary styles List appropriate flavour combinations Explain considerations when balancing ingredients in recipes for paste products Explain the effect of preparation and cooking methods on the end product Describe how to control time, temperature and environment to achieve desired outcome when producing paste products
Learning outcome 3 3. be able to finish paste products	3.1 3.2 3.3 3.4 3.5	Finish paste products a. Using construction techniques b. Using traditional, classical and modern skills and techniques c. Using culinary science d. Using contemporary styles Check the finished product meets dish requirements Present products to meet styles of service Present products to meet styles of service Store paste products correctly
Learning outcome 4 4. understand how to finish paste products and the factors to consider when producing paste products	4.1 4.2 4.3 4.4	Identify fillings , glazes, creams and icings for paste products Identify ingredients in paste products that may cause allergic reactions Calculate food costs for producing paste products Explain how food costs and other factors affect profit when producing paste products

You must produce evidence of covering the minimum requirements

<i>Produce a minimum of 4 paste products</i>
Puff paste
Choux paste

Sweet paste
Short paste
Danish pastries
Croissants
<i>finish paste products using a minimum of 2 techniques</i>
Construction
Modern techniques
Traditional/classical
Culinary science
Contemporary styles
<i>Used a minimum of 4 fillings, glazes, creams and icings</i>
Buttercream
Pastry cream
Whipped cream
Jams
Chocolate
Fondant
Fresh fruit

Unit 413 Produce hot, cold and frozen desserts

UAN: K/506/1748

Level: 3

Credit value: 6

GLH: 50

Aim

The aim of this unit is to provide you with the opportunity to develop your knowledge, understanding and practical skills in producing hot, cold and frozen desserts.

You will prepare different types of desserts and develop advanced skills, as well as investigate costs and factors that affect profit when making puddings.

You will also learn about flavour combinations, presentation methods and styles.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. be able to produce hot, cold and frozen desserts	1.1	Perform operations in line with current professional practices
	1.2	Produce hot, cold and frozen desserts to recipe specifications a. Using traditional, classical and modern skills and techniques b. Using culinary science c. Using contemporary styles
	1.3	Carry out quality checks during production of hot, cold and frozen desserts
	1.4	Identify potential faults for a range of hot, cold and frozen desserts

	1.5	Correct dishes that do not meet quality requirements
Learning outcome 2 2. understand how to produce hot, cold and frozen desserts	2.1 2.2 2.3 2.4 2.5	Explain techniques for the production of hot, cold and frozen desserts to include: a. Traditional, classical and modern skills and techniques b. Culinary science c. Contemporary styles List appropriate flavour combinations Explain considerations when balancing ingredients in recipes for hot, cold and frozen Explain the effect of preparation and cooking methods on the end product Describe how to control time, temperature and environment to achieve desired outcome when producing hot, cold and frozen desserts
Learning outcome 3 3. be able to finish hot, cold and frozen desserts	3.1 3.2 3.3 3.4	Finish hot, cold and frozen desserts a. Using traditional, classical and modern skills and techniques b. Using culinary science c. Using contemporary styles Check the finished product meets dish requirements Present dishes to meet styles of service Store hot, cold and frozen desserts correctly
Learning outcome 4 4. understand how to finish and factors to consider when producing hot, cold and frozen desserts	4.1 4.2 4.3 4.4	Identify fillings and refined sauces for hot, cold and frozen desserts Identify ingredients in hot, cold and frozen desserts that may cause allergic reactions Calculate food costs for producing hot, cold and frozen dessert Explain how food costs and other factors affect profit when producing hot, cold and frozen desserts

You must produce evidence of covering the minimum requirements

<i>Produce a minimum of 8 hot, cold and frozen desserts</i>
Soufflés
Steamed puddings
Baked puddings
Egg-based
Pastry
Milk-based
Custard-based

Cheesecakes
Meringue-based
Mousse and mousse-based
Fruit-based
Cake-based
Cream-based
Bavarois and bavarois-based
Ice cream and ice cream-based
Sorbet
Flavoured ices
Granites
<i>Use a minimum of 5 fillings and sauces</i>
Flavoured cream
Espumas and foams
Ganache
Crème diplomat
Crème mousseline
Fruit sauce
Chocolate sauce
Sabayon
Glazes
<i>Present dishes for a minimum of 2 types of service</i>
Plated
Gueridon
Trolley
<i>Implement all storage procedures</i>
Refrigeration
Freezing
Packaging
Labelling with date
Stock rotation

Unit 415 Produce biscuits, cakes and sponges

UAN: F/506/1738
Level: 3
Credit value: 6
GLH: 49

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in the production of biscuits, cakes and sponges.

This unit gives you the opportunity to be innovative by developing your own recipes through research or from your own experience.

You will learn how to finish products, which will involve decoration and filling techniques, in order to present biscuits, cakes or sponges in ways that are innovative but will also produce profitable results.

You will also study the safe and hygienic storage of products that have been baked in advance.

Knowledge of outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Learning outcome 1 1. be able to produce biscuits, cakes and sponges	1.1	Perform operations in line with current professional practices
	1.2	Produce biscuits, cakes and sponges to recipe specifications a. Using traditional, classical and modern skills and techniques b. Using culinary science c. Using contemporary styles
	1.3	Carry out quality checks during

	production of biscuits, cakes and sponges 1.4 Identify potential faults for a range of biscuits, cakes and sponges 1.5 Correct products that do not meet quality requirements
Learning outcome 2 2. understand how to produce biscuits, cakes and sponges	2.1 Explain techniques for the production of biscuits, cakes and sponges, including a. Construction b. Traditional, classical and modern skills and techniques c. Culinary science d. Contemporary styles 2.2 List appropriate flavour combinations 2.3 Explain considerations when balancing ingredients in recipes for biscuits, cakes and sponges 2.4 Explain the effects of preparation and cooking methods on the end product 2.5 Describe how to control time, temperature and environment to achieve desired outcome when producing biscuits, cakes and sponges
Learning outcome 3 3. be able to finish biscuit, cakes and sponges	3.1 Finish biscuits, cakes and sponges a. Using construction techniques b. Using traditional, classical and modern skills and techniques c. Using culinary science d. Using contemporary styles 3.2 Present products to meet styles of service 3.3 Store biscuits, cakes and sponges correctly
Learning outcome 4 4. understand how to finish and evaluate biscuits, cakes and sponges	4.1 Identify fillings, glazes, creams and icings for biscuits, cakes and sponges 4.2 Identify ingredients in biscuits, cakes and sponges that may cause allergic reactions 4.3 Calculate food costs for producing biscuits, cakes and sponges 4.4 Explain how food costs and other factors affect profit when producing biscuits, cakes and sponges

You must produce evidence of covering the minimum requirements

<i>Use a minimum of 3 recipe techniques</i>
Construction

Traditional
Classical
Modern
Culinary science
<i>Carry out quality checks on all products</i>
Correct weight for number of products needed
Texture of uncooked products
Texture of cooked products
Products cooked correctly
<i>Use a minimum of 2 finishing methods</i>
Construction techniques
Traditional, classical and modern skills and techniques
Culinary science
Contemporary styles
<i>Use a minimum of 8 finishing products</i>
Buttercream
Pastry cream
Whipped cream
Jams
Chocolate
Fondant
Royal icing
Meringue
Fresh fruit
Ganache
Chibouste
Mousseline
Diplomat
Praline
Bavarois/mousse
Lemon curd
<i>Checked products meet all dish requirements</i>
Colour
Texture
Aroma
Decoration