



Level 3 NVQ Diploma in Professional Cookery

(HC110-12)

Qualification

Level 3 Diploma in professional cookery (HC110-12)

Title and level	GLH	TQT	Global Skills Qualification number
Level 3 Diploma in Professional Cookery	360-437	560	HC110-12

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 Professional Cookery This qualification will develop your knowledge, understanding and skills to work in a professional cooking environment. Specifically, you will learn how to maintain the health, hygiene, safety and security of the working environment and develop productive working relationships with colleagues. You will also learn how to maintain food safety when storing, preparing and cooking food.

The optional units that make up this qualification will allow you to tailor your learning to your employer's needs and your personal interests and preferences. Units range from preparing, cooking and finishing and variety of complex dishes to contributing to the control of resources and the development of recipes and menus.

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 **HC100-12 Level 3 Diploma in Professional Cookery**, learners must achieve **56 credits**

All mandatory units must be achieved

Mandatory Units 17 Credits

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
416	Y/502/9569	Maintain the health, hygiene, safety and security of the working environment	4	27
478	D/601/6980	Maintain food safety when storing, preparing and cooking food	4	32
479	M/501/0428	Develop productive working relationships with colleagues	9	27

Optional units 39 minimum credits must be achieved

Optional Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
480	F/601/5479	Prepare fish for complex dishes	3	21
481	H/601/5488	Prepare meat for complex dishes	4	28
482	A/601/5495	Prepare poultry for complex dishes	3	23
483	H/601/5507	Cook and finish complex fish dishes	4	38
484	M/601/5557	Cook and finish complex meat dishes	4	31
485	M/601/5560	Cook and finish complex poultry dishes	4	31
486	M/601/5591	Cook and finish complex vegetable dishes	4	30
487	A/601/5657	Prepare, cook and finish complex hot sauces	4	25
488	K/601/5704	Prepare, cook and finish dressings and cold sauces	3	20
489	R/601/5485	Prepare shellfish for complex dishes	4	28
490	R/601/5499	Prepare game for complex dishes	4	28
491	K/601/5556	Cook and finish complex shellfish dishes	4	31
492	A/601/5562	Cook and finish complex game dishes	4	36
493	F/601/5661	Prepare, cook and finish complex soups	4	29
494	R/601/5664	Prepare, cook and finish fresh pasta dishes	4	29

495	D/601/5666	Prepare, cook and finish complex bread and dough products	4	27
496	H/601/5670	Prepare, cook and finish complex cakes, sponges, biscuits and scones	5	35
497	M/601/5672	Prepare, cook and finish complex pastry products	3	29
498	T/601/5673	Prepare, process and finish complex chocolate products	5	42
499	J/601/5676	Prepare, process and finish marzipan, pastillage and sugar products	5	42
500	L/601/5677	Prepare, cook and present complex cold products	5	38
501	Y/601/5682	Prepare, finish and present canapés and cocktail products	4	32
502	L/601/5694	Prepare, cook and finish complex hot desserts	3	26
503	R/601/5700	Prepare, cook and finish complex cold desserts	3	30
504	D/601/5702	Produce sauces, fillings and coatings for complex desserts	4	33
505	A/601/4962	Produce healthier dishes	3	28
506	H/502/4097	Contribute to the control of resources	4	30
507	K/502/4117	Contribute to the development of recipes and menus	4	22
441	D/502/4163	Ensure food safety practices are followed in the preparation and serving of food and drink	5	35
446	T/601/7214	Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector	2	16

Total Qualification Time

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

Title and level	GLH	TQT
Level 3 Diploma in Professional Cookery	360-437	560

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 and 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 416 Maintain the health, hygiene, and security of the working environment

UAN: Y/502/9569

Level: 3

Credit value: 4

GLH: 3

Aim

The aim of this unit is to develop your knowledge, understanding and skills for everyday working life. You will be able to assess and minimise risks to colleagues and customers.

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. Be able to maintain the health, hygiene, safety and security of the working environment	<table><tr><td>1.1</td><td>Obtain information on the health, hygiene, safety and security procedures in own area of responsibility</td></tr><tr><td>1.2</td><td>Ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility</td></tr><tr><td>1.3</td><td>Inform colleagues about the importance of following health, hygiene, safety and security procedures</td></tr><tr><td>1.4</td><td>Check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility</td></tr><tr><td>1.5</td><td>Monitor own area of responsibility for risks to health, hygiene, safety and security</td></tr><tr><td>1.6</td><td>Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff</td></tr><tr><td>1.7</td><td>Follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken</td></tr><tr><td>1.8</td><td>Pass on information about how health, hygiene, safety or security procedures are working</td></tr><tr><td>1.9</td><td>Recommend improvements for health, hygiene, safety or security procedures</td></tr></table>	1.1	Obtain information on the health, hygiene, safety and security procedures in own area of responsibility	1.2	Ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility	1.3	Inform colleagues about the importance of following health, hygiene, safety and security procedures	1.4	Check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility	1.5	Monitor own area of responsibility for risks to health, hygiene, safety and security	1.6	Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff	1.7	Follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken	1.8	Pass on information about how health, hygiene, safety or security procedures are working	1.9	Recommend improvements for health, hygiene, safety or security procedures
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1.9	Recommend improvements for health, hygiene, safety or security procedures																		

Learning outcome 2 2. Understand the importance of maintaining the health, hygiene, safety and security of the working environment	2.1 Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations 2.2 Explain the implications of breaking the law on health, hygiene and safety for individuals and the organisation 2.3 Describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility 2.4 Describe the organisation's health, hygiene, safety and security procedures for own area of responsibility 2.5 Describe own responsibilities for health, hygiene, safety, and security 2.6 Explain the importance of making sure permanent and temporary staff are aware of relevant procedures 2.7 Explain how to communicate with colleagues on issues relating to health, hygiene, safety and security 2.8 Identify the person in the organisation who is responsible for first aid, health, hygiene, safety and security and their responsibilities 2.9 Explain the organisation's emergency procedures 2.10 Describe the evacuation procedures that relate to own area of responsibility 2.11 Describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security 2.12 Describe the procedures that should be followed when making recommendations about health, hygiene, safety and security 2.13 Identify to whom recommendations should be made regarding health, hygiene, safety and security
Learning outcome 3 3. Understand how to maintain the health, hygiene, safety and security of the working environment	3.1 Identify information about health, hygiene, safety and security that should be recorded and stored 3.2 Identify other people and organisations who need to have access to information about health, hygiene, safety and security 3.3 Identify the information on health, hygiene, safety and security that external authorities may need to access 3.4 Identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility 3.5 Explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public 3.6 Identify how frequently health, hygiene, safety and security inspections should be carried out

	3.7 Explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility 3.8 Explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards 3.9 Explain the limits of own authority when dealing with risks and hazards 3.10 Explain the procedures to follow when dealing with faults of equipment in own area of responsibility 3.11 Explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur 3.12 Explain the procedure to follow in the event of an emergency, including bomb alerts and fire
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Unit 478 Maintain food safety when storing, preparing and cooking food

UAN: D/601/6980

Level: 2

Credit value: 4

GLH: 32

Aim

The aim of this unit is to develop your knowledge and understanding of the main competencies needed for preparing and cooking food safely. You will focus on the four main areas of control (cooking, cleaning, chilling and preventing cross-contamination). It provides you with a broad understanding of reviewing hazards and hazard procedures, and the ability to work as part of a team maintaining food safety.

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	Wear clean and hygienic clothes appropriate to the jobs being undertaken
1. Be able to keep yourself clean and hygienic	1.2	Tie back hair and/or wear appropriate hair covering
	1.3	Only wear jewellery and other accessories that do not cause food safety hazards
	1.4	Change clothes when necessary. Wash hands thoroughly at appropriate times
	1.5	Avoid unsafe behaviour that could contaminate the food with which you are working
	1.7	Report any cuts, boils, grazes, illness

	and infections promptly to the appropriate person 1.8 Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing
Learning outcome 2 2. Be able to keep working area clean and hygienic	2.1 Make sure surfaces and equipment are clean and in good condition 2.2. Use clean and suitable cloths and equipment for wiping and cleaning between tasks 2.3 Remove from use any surfaces and equipment that are damaged or have loose parts 2.4 Report damaged surfaces and/or equipment to the person responsible for food safety 2.5 Dispose of waste promptly, hygienically and appropriately 2.6 Identify and take appropriate action on any damage to walls, floors, ceilings, furniture and fittings 2.7 Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person 2.8 Identify and take appropriate action on any signs of pests 2.9 Report any signs of pests to the appropriate person
Learning outcome 3 3. Be able to store food safely	3.1 Check that food is undamaged, at appropriate temperature and within 'use-by date' on delivery 3.2 Look at and retain any important labelling information 3.3 Prepare food for storage 3.4 Place food in storage as quickly as necessary to maintain its safety 3.5 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food 3.6 Store food so that cross-contamination is prevented 3.7 Follow stock rotation procedures 3.8 Safely dispose of food that is beyond 'useby date' 3.9 Keep necessary records up-to-date
Learning outcome 4 4. Be able to prepare, cook and hold food safely	4.1 Check food before and during operations for any hazards 4.2 Follow correct procedures for dealing with food hazards 4.3 Follow organisational procedures for items that may cause allergic reactions

	4.4 Prevent cross-contamination between different types of food 4.5 Use methods, times, temperatures and checks to make sure food is safe following operations 4.6 Keep necessary records up-to-date
Learning outcome 5 5. Know how to keep yourself clean and hygienic	5.1 State why clean and hygienic clothes must be worn 5.2 State why hair must be tied back or an appropriate hair covering be worn 5.3 State the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking food 5.4 Describe the food safety hazards that jewellery and accessories can cause 5.5 State when clothing should be changed 5.6 State the importance of changing clothes 5.7 State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste and before handling ready-to-eat food 5.8 Describe how to wash hands safely 5.9 State the importance of not handling food when open cuts are present 5.10 Describe what to do if anyone has an open cut 5.11 State the importance of reporting illnesses and infections promptly 5.12 State why stomach illnesses are particularly important to report 5.13 State the importance of avoiding touching the face, nose or mouth, blowing nose, chewing gum, eating and smoking when working with food
Learning outcome 6 6. Know how to keep working area clean and hygienic	6.1 State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task 6.2 Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task 6.3 State the importance of only using clean and suitable cloths when cleaning before tasks 6.4 State how to ensure that clean and suitable cloths are used before tasks

	6.5 Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety 6.6 List the types of damaged surfaces or equipment that can cause food safety hazards 6.7 Describe how to deal with damaged surfaces and equipment 6.8 State the importance of clearing and disposing of waste promptly and safely 6.7 Describe how to safely dispose of waste 6.8 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards 6.9 State the types of damage that should be looked out for 6.10 State the types of pests that could be found in catering operations 6.11 State how to recognise the signs that pests may be present
Learning outcome 7 7. Know how to store food safely	7.1 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by date 7.2 State the importance of preparing food for storage 7.3 State why food must be put in the correct storage area 7.4 State the temperature at which food should be stored 7.5 State the importance of keeping storage areas clean and tidy 7.6 Describe what to do if storage areas are not clean and tidy 7.7 State the importance of storing food at the correct temperature 7.8 Describe how to store food at the correct temperature 7.9 State what types of food are raw 7.10 State why types of food are ready-to-eat 7.11 State why stock rotation and procedures are important 7.12 State why food beyond its 'use-by date' must be disposed of
Learning outcome 8 8. Know how to maintain food safety	8.1 Describe how to operate a food safety management system 8.2 Explain the concept of hazards to food safety in a catering operation

	8.3 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level 8.4 Describe what may happen if hazards are not controlled 8.5 State the types of hazards that may occur in a catering operation 8.6 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination 8.7 State why monitoring is important 8.9 State the key stages in the monitoring process 8.10 State the importance of knowing what to do when things go wrong 8.11 State why some hazards are more important than others in terms of food safety 8.12 State who to report to if there are food safety hazards
Learning outcome 9 9. Know how to prepare, cook and hold food safely	9.1 State why it is necessary to defrost foods before cooking 9.2 State when it is necessary to defrost foods before cooking 9.3 Describe how to safely and thoroughly defrost food before cooking 9.4 Describe how to recognise conditions leading to safety hazards 9.5 State what to do if any food safety hazards are discovered 9.6 State the importance of knowing that certain foods cause allergic reactions 9.7 Describe organisational procedures to deal with foods possible of causing allergic reactions 9.8 State what to do if a customer asks if a particular dish is free from a certain food allergen 9.9 Describe how cross-contamination can happen between different food types 9.10 Describe how to avoid cross-contamination between different food types 9.11 Explain why thorough cooking and reheating methods should be used 9.12 State cooking, reheating temperatures and times to use for food being worked with 9.13 Describe how to check that food is thoroughly cooked or safely reheated

	9.14	State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer
	9.15	State the types of foods that may need to be chilled or frozen because they are not for immediate consumption
	9.16	Describe how to safely store food not for immediate consumption

You must produce evidence of covering the minimum requirements

<i>Worn a minimum of 4 suitable types of clothing</i>	
Trousers	
Tops/jackets	
Coats	
Disposable gloves	
Shoes	
Aprons	
Headgear	
<i>Washed your hands in a minimum of 5 appropriate situations</i>	
After going to the toilet or in contact with faeces	
When going into food preparation and cooking areas including after any work breaks	
After touching raw food and waste	
Before handling raw food	
After disposing of waste	
After cleaning	
Before and after changing dressings or touching open wounds	
<i>Displayed no types of unsafe behaviour</i>	
Failure to wash hands thoroughly when necessary	
Touching your face, nose or mouth, blowing your nose	
Chewing gum	
Eating	
Smoking	
Scratching	
<i>Cleaned a minimum of 2 surfaces and equipment</i>	
Surfaces and utensils for preparing, cooking and holding food	
Surfaces and utensils used for displaying and serving food	
Appropriate cleaning equipment	
<i>Maintained conditions in a minimum of 2 storage areas</i>	
Ambient temperature	
Refrigerator	
Freezer	
<i>Carried out a minimum of 4 operations</i>	
Defrosting food	
Reheating food	
Cooking food	
Preparing food, including washing and peeling	
Cooling cooked food not for immediate consumption	

Holding food before serving
Freezing cooked food not for immediate consumption
<i>Taken into account all hazards</i>
Bacteria and other organisms
Chemical
Physical
Allergenic

Unit 479 Develop productive working relationships with colleagues

UAN: M/501/0428

Level: 2

Credit value: 9

GLH: 27

Aim

with colleagues within your own and other organisations. You will develop relationships that are productive in terms of supporting and delivering your work and that of the overall organisation.

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. Be able to develop productive working relationships with colleagues	1.1 Establish working relationships with all colleagues who are relevant to the work being carried out 1.2 Recognise, agree and respect the roles and responsibilities of colleagues 1.3 Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions 1.4 Fulfil agreements made with colleagues and let them know 1.5 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements 1.6 Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out 1.7 Exchange information and resources with colleagues to make sure that all parties can work effectively 1.8 Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement
Learning outcome 2	2.1 Present information clearly, concisely, accurately and in ways that promote understanding

2. Be able to use appropriate behaviours for developing productive working relationships with colleagues	2.2 Demonstrate that you seek to understand people's needs and motivations 2.3 Demonstrate that you make time available to support others 2.4 Demonstrate that you clearly agree what is expected of others and hold them to account 2.5 Demonstrate that you know how to work to develop an atmosphere of professionalism and mutual support* 2.6 Demonstrate model behaviour that shows respect, helpfulness and co-operation 2.7 Demonstrate that you keep promises and honour commitments 2.8 Consider the impact of your own actions on others 2.9 Say no to unreasonable requests 2.10 Demonstrate that you show respect for the views and actions of others
Learning outcome 3 3. Know and understand how to develop productive working relationships with colleagues using general knowledge	3.1 Demonstrate the benefits of developing productive working relationships with colleagues 3.2 Demonstrate the principles of effective communication and how to apply them in order to communicate effectively with colleagues 3.3 Demonstrate how to identify disagreements with colleagues and the techniques for sorting them out 3.4 Demonstrate how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them 3.5 Demonstrate how to take account of diversity issues when developing working relationships with colleagues 3.6 Demonstrate the importance of exchanging information and resources with colleagues 3.7 Demonstrate how to get and make use of feedback on your performance from colleagues 3.8 Demonstrate how to provide colleagues with useful feedback on their performance
Learning outcome 4 4. Know and understand how to develop productive working	4.1 Demonstrate knowledge about regulations and codes of practice that apply in the industry or sector

relationships with colleagues using industry and sector specific knowledge	4.2 Demonstrate knowledge about standards of behaviour and performance in the industry or sector 4.3 Demonstrate knowledge about the working culture of the industry or sector
Learning outcome 5 5. Know and understand how to develop productive working relationships with colleagues using context specific knowledge	5.1 Identify current and future work being carried out 5.2 Identify colleagues who are relevant to the work being carried out, their work roles and responsibilities 5.3 Identify processes within the organisation for making decisions 5.4 Identify line management responsibilities and relationships within the organisation 5.5 Practice the organisation's values and culture 5.6 Identify power, influence and politics within the organisation 5.7 Adhere to standards of behaviour and performance expected in the organisation 5.8 Identify information and resources that different colleagues might need 5.9 Reach agreements with colleagues

Unit 480 Prepare fish for complex dishes

UAN: F/601/5479

Level: 3

Credit value: 3

GLH: 21

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing fresh, unprepared fish for complex dishes. You will learn how to select the type and quantity of fish needed for the dish and check that it meets quality 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 <i>1. Be able to prepare fish for complex dishes</i>	1.1	Select the type and quantity of fish needed for the dish
	1.2	Check the fish to make sure it meets quality standards
	1.3	<i>Select the appropriate tools and equipment and use correctly</i>
	1.4	<i>Prepare the fish to maintain its quality and meet the requirements of the dish</i>
	1.5	<i>Safely store any prepared fish not for immediate use</i>
Learning outcome 2 <i>2. Understand how to prepare fish for complex dishes</i>	2.1	<i>State the approximate yields of prepared fish</i>
	2.2	<i>Explain how to control portions to minimise waste</i>
	2.3	<i>Describe the suitable cuts for each type</i>

	of fish
2.4	Describe the main characteristics of each type of fish
2.5	State nutritional values for each type of fish
2.6	Explain preparation methods for different complex fish dishes
2.7	Explain how to select the correct type, quality and quantity of fish to meet dish requirements
2.8	Describe what quality points to look for in fresh fish
2.9	Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods
2.10	Describe what to do if there are any problems with the fish or other ingredients
2.11	Describe how to carry out different preparation methods
2.12	Describe how to store prepared fish
2.13	State healthy eating options when preparing fish for complex dishes

You must produce evidence of covering the minimum requirements

<i>Prepared a minimum of 3 types of fish</i>
White fish (round)
White fish (flat)
Oily
<i>Used a minimum of 7 preparation techniques, which must include a minimum of 4 from cutting</i>
Gutting
Topping (e.g. with herb crust)
Covering (e.g. en croûte)
Coating
Marinading
Skinning
Trimming
Cutting: • darne • goujons • plait • paupiette • supreme • tronçon
Filleting

Unit 481 Prepare meat for complex dishes

UAN: H/601/5488

Level: 3

Credit value: 4

GLH: 28

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing meat for complex dishes. You will learn how to select the type, cut and quantity of meat needed for the dish, and be able to check that it meets quality 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 for complex dishes	1.1 Select the type, cut and quantity of meat needed for the dish 1.2 Check the meat to make sure it meets quality standards 1.3 Select the appropriate tools and equipment and use correctly 1.4 Prepare the meat to maintain its quality and meet the requirements of the dish 1.5 Safely store any prepared meat not for immediate use
Learning outcome 2 2. Understand how to prepare meat for complex dishes	2.1 Explain how to select the correct type, cut, quality and quantity of meat to meet dish requirements 2.2 Describe what quality points to look for in fresh meat

	2.3	Describe what to do if there are any problems with the meat or other ingredients
	2.4	Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods
	2.5	Explain how to carry out different preparation methods
	2.6	Explain how to control portions and minimise waste
	2.7	Describe the approximate yields of prepared meat and how to make use of by-products
	2.8	Describe the main characteristics of the different types of meat dishes
	2.9	Describe the current trends in relation to preparing meat dishes for cooking
	2.10	State the nutritional value of meat
	2.11	Describe how to store prepared meat
	2.12	State healthy eating options when preparing meat for complex dishes

You must produce evidence of covering the minimum requirements

<i>Prepared both types of meat</i>
Red meat
White meat
<i>used a minimum of 6 preparation methods</i>
Boning
Portioning for dish
Slicing
Mincing
Seasoning/marinading
Portioning by weight
Chining
Larding/barding
Tying
Tenderising
Rolling
Trimming

Unit 482 Prepare poultry for complex dishes
UAN: A/6015495
Level: 3
Credit value: 3
GLH: 23

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing poultry for complex dishes. You will learn how to select the type and quantity of the poultry and check it meets quality 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 poultry for complex dishes	1.1 Select the type and quantity of poultry needed for the dish 1.2 Check the poultry to make sure it meets quality standards 1.3 Select the appropriate tools and equipment and use correctly 1.4 Prepare the poultry to maintain its quality and meet the requirements of the dish 1.5 Safely store any prepared poultry not for immediate use
Learning outcome 2 2. Understand how to prepare poultry for complex dishes	2.1 Explain how to select the correct type, quality and quantity of poultry to meet dish requirements 2.2 Describe what quality points to look for in fresh poultry

	2.3	Describe what to do if there are any problems with the poultry or other ingredients
	2.4	Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods
	2.5	Explain how to carry out different preparation methods
	2.6	Explain how to control portions and minimise waste
	2.7	State the approximate yields of prepared poultry
	2.8	Describe the main characteristics of the different types of poultry dishes
	2.9	State the nutritional value of poultry
	2.10	Explain how to store prepared poultry
	2.11	State healthy eating options when preparing poultry for complex dishes

You must produce evidence of covering the minimum requirements

<i>Prepared a minimum of 3 types of poultry</i>
Duck
Turkey
Chicken
Goose
Guinea fowl
<i>Prepared poultry by using a minimum of 7 techniques</i>
Checking and preparing the cavity
Tying/trussing
Stuffing/filling
Sieving
Blending
Ballottine
Cutting
Trimming
Marinading
Seasoning
Boning

Unit 483 Cook and finish complex fish dishes

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

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in cooking and finishing complex fish dishes. You will learn how to select the type and quantity of fish needed and how to garnish and present the dish to meet requirements.

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 cook complex fish dishes	1.1	Select type and quantity of fish needed for dish
	1.2	Check the fish meets quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine fish with other ingredients
	1.5	Cook fish to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
Learning outcome 2 2. Be able to finish complex fish dishes	2.1	Garnish and present the dish to meet requirements
	2.2	Make sure the dish is at the correct temperature for holding and serving

	2.3	Safely store any cooked fish not for immediate use
Learning outcome 3 3. Understand how to cook complex fish dishes	3.1	Explain how to select the correct type, quality and quantity of fish to meet dish requirements
	3.2	State what quality points you should look for in fish
	3.3	Describe what to do if there are any problems with the fish or other ingredients
	3.4	Describe the correct tools and equipment required, and the reasons for using them, when carrying out different cooking methods
	3.5	Explain how to combine fish with other ingredients to create a complex and balanced dish
	3.6	Explain how to carry out different cooking methods according to dish requirements
	3.7	State the correct temperature for cooking fish
	3.8	Describe the current trends and methodologies in relation to cooking complex fish dishes
	3.9	State healthy eating options when cooking and finishing complex fish dishes
Learning outcome 4 4. Understand how to finish complex fish dishes	4.1	Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex fish dishes
	4.2	Explain how to minimise and correct common faults in complex fish dishes
	4.3	Explain how to adjust the flavour, consistency and colour of complex fish dishes
	4.4	Describe the current trends and methodologies in relation to finishing complex fish dishes
	4.5	State the correct temperature for holding and serving complex fish dishes
	4.6	Describe how to store complex fish dishes

You must produce evidence of covering the minimum requirements

<i>Cooked and finished a minimum of 2 types of fish</i>
White fish (round)
White fish (flat)
Oily
<i>Cooked using a minimum of 5 methods</i>

Frying (deep/shallow)
Combining cooking methods
Poaching (deep/shallow)
Steaming
Baking
En papillote
Grilling
<i>Used a minimum of 2 finishing methods</i>
Coating with a sauce
Dressing
Garnishing

Unit 484 Cook and finish complex meat dishes

UAN: M/601/5557

Level: 3

Credit value: 4

GLH: 31

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in cooking and finishing complex meat dishes. You will learn how to select the type, cut and quantity of meat and other ingredients needed, and how to garnish and present the dish to meet requirements.

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 cook complex meat dishes	1.1	Select type, cut and quantity of meat and other ingredients needed for dish
	1.2	Check the meat meets quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine meat with other ingredients
	1.5	Cook meat to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
Learning outcome 2 2. Be able to finish complex meat dishes	2.1	Garnish and present dish to meet Requirements
	2.2	Make sure the dish is at correct temperature for holding and serving

	2.3	Safely store cooked meat not for immediate use
Learning outcome 3 3. Understand how to cook complex meat dishes	3.1	Explain how to select the correct type, quality and quantity of meat to meet dish requirements
	3.2	State what quality points to look for in red meat
	3.3	State what quality points you should look for in white meat
	3.4	Describe what to do if there are any problems with the meat or other ingredients
	3.5	Describe the correct tools and equipment required, and the reasons for using them, when carrying out different cooking methods
	3.6	Explain how to combine meat with other ingredients to create a complex and balanced dish
	3.7	Explain how to carry out different cooking methods according to dish requirements
	3.8	State the correct temperature for cooking red and white meat
	3.9	Explain how to check that the meat is cooked correctly
	3.10	State healthy eating options when cooking and finishing meat dishes
Learning outcome 4 4. Understand how to finish complex meat dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex meat dishes
	4.2	Explain how to minimise and correct common faults in complex dishes
	4.3	Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex meat dishes
	4.4	State the correct temperature for holding and serving complex meat dishes
	4.5	Describe how to store complex meat dishes

You must produce evidence of covering the minimum requirements

<i>Cooked and finished both types of meat</i>
Red
White
<i>Cooked using a minimum of 4 methods</i>
Grilling (over fire and under fire)

Combining cooking methods
Sous Vide
Pot roasting
Roasting
Stewing
Steaming
Braising
Boiling
Frying (deep, shallow, stir)

Unit 485 Cook and finish complex poultry dishes

UAN: M/601/5560

Level: 3

Credit value: 4

GLH: 31

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in cooking and finishing complex poultry dishes. You will learn how to select the type and quantity of poultry needed and how to garnish and present the dish to meet requirements.

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 cook complex poultry dishes	1.1 <i>Select type and quantity of poultry needed for the dish</i> 1.2 <i>Check the poultry meets quality standards</i> 1.3 <i>Choose and use tools and equipment correctly</i> 1.4 <i>Combine poultry with other ingredients</i> 1.5 <i>Cook poultry to meet requirements of the dish</i> 1.6 <i>Make sure the dish has the correct flavour, colour, consistency and quantity</i>
Learning outcome 2 2. Be able to finish complex poultry dishes	2.1 <i>Garnish and present dish to meet requirements</i> 2.2 <i>Make sure the dish is at correct temperature for holding and serving</i>

	2.3	<i>Safely store any cooked poultry not for immediate use</i>
Learning outcome 3 <i>3. Understand how to cook complex poultry dishes</i>	3.1	<i>Explain how to select the correct type, quality and quantity of poultry to meet dish requirements</i>
	3.2	<i>State what quality points to look for in poultry</i>
	3.3	<i>Describe what to do if there are any problems with the poultry or other ingredients</i>
	3.4	<i>Describe the correct tools and equipment required, and the reasons for using them, when carrying out different cooking methods</i>
	3.5	<i>Explain how to combine poultry with other ingredients to create a complex and balanced dish</i>
	3.6	<i>Explain how to carry out different cooking methods appropriate to each type of poultry</i>
	3.7	<i>State the correct temperature for cooking poultry</i>
	3.8	<i>Explain how to check that the poultry is cooked to the correct extent</i>
	3.9	<i>State healthy eating options when cooking and finishing complex poultry dishes</i>
Learning outcome 4 <i>4. Understand how to finish complex poultry dishes</i>	4.1	<i>Explain how to adjust the flavour, consistency and colour of complex poultry dishes</i>
	4.2	<i>Explain how to minimise and correct common faults in complex poultry dishes</i>
	4.3	<i>Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex poultry dishes</i>
	4.4	<i>State the correct temperature for holding and serving complex poultry dishes</i>
	4.5	<i>Describe how to store complex poultry dishes</i>

You must produce evidence of covering the minimum requirements

<i>Cooked and finished a minimum of 3 types of poultry</i>
Duck
Turkey
Chicken
Goose
Guinea fowl
<i>Cooked using a minimum of 5 methods</i>

Grilling/griddling
Combination cooking methods
En papillotte
Steaming
Baking
Frying (stir, deep, shallow)
Pot roasting
Poaching
Combination
Roasting
Sautéing

Unit 486 Cook and finish complex vegetable dishes

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

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in cooking and finishing complex vegetable dishes. You will be able to select the type and quantity of vegetables needed and combine them with other ingredients to meet dish requirements.

You will make sure the dish is at the correct temperature for holding and serving and safely store any cooked items not for immediate use.

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 cook complex vegetable dishes	1.1	Select type and quantity of vegetables needed for dish
	1.2	Check the vegetables meet quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine vegetables with other ingredients
	1.5	Cook vegetables and other ingredients to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
Learning outcome 2	2.1	Finish the dish to meet requirements

2. Be able to finish complex vegetable dishes	2.2 Make sure the dish is at correct temperature for holding and serving 2.3 Safely store any cooked items not for immediate use
Learning outcome 3 3. Understand how to cook complex vegetable dishes	3.1 Explain how to select the correct type, quality and quantity of vegetables to meet dish requirements 3.2 Describe what quality points to look for in vegetables 3.3 Describe what to do if there are any problems with the vegetables or other ingredients 3.4 Describe the correct tools and equipment required, and the reasons for using them, when carrying out different cooking methods 3.5 Explain how to combine vegetables with other ingredients to create a complex and balanced dish 3.6 Explain how to carry out different cooking methods according to dish requirements 3.7 State the correct temperature for cooking vegetables 3.8 Describe what cooking methods are appropriate for each type of complex vegetable dish 3.9 Describe how to maximise and retain nutritional content of complex vegetable dishes during cooking 3.10 Describe how to minimise and correct common faults in complex vegetable dishes 3.11 State healthy eating options when cooking and finishing complex vegetable dishes
Learning outcome 4 4. Understand how to finish complex vegetable dishes	4.1 Explain how to carry out different finishing methods 4.2 Explain how to adjust the flavour, consistency and colour of complex vegetable dishes 4.3 State the correct temperature for holding and serving complex vegetable dishes 4.4 Describe how to store complex vegetable dishes

You must produce evidence of covering the minimum requirements

*Cooked and finished a **minimum of 8** types of vegetables*

Roots
Leaves
Tubers
Fungi
Seeds and pods
Flower heads
Stems
Bulbs
Vegetable fruits
<i>Cooked using a minimum of 7 methods</i>
Blanching
Roasting
Boiling
Baking
Braising
Frying (shallow, deep, stir)
Grilling
Steaming
Stewing
Combined cooking methods
<i>Used a minimum of 4 other ingredients</i>
Nuts
Pasta
Rice
Pastry
Pulses
Meat substitutes

Unit 487 Prepare, cook and finish complex hot sauces

UAN: A/601/5657

Level: 3

Credit value: 4

GLH: 25

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, cooking and finishing complex sauces. You will learn how to select the type and quantity of ingredients needed and combine them according to dish requirements.

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 complex hot sauces	1.1 Select the type and quantity of ingredients needed for the sauce 1.2 Check the ingredients to make sure they meet quality standards 1.3 Select the appropriate tools and equipment and use correctly 1.4 Prepare the sauce to meet requirements
Learning outcome 2 2. Be able to cook complex hot sauces	2.1 Combine the ingredients according to dish requirements 2.2 Cook the sauce to meet requirements 2.3 Make sure the sauce has the correct flavour, colour, consistency and quantity
Learning outcome 3	3.1 Present the sauce to meet requirements

3. Be able to finish complex hot sauces	3.2 Make sure the dish is at correct temperature for holding and serving 3.3 Safely store any cooked sauce not for immediate use
Learning outcome 4 4. Understand how to prepare complex hot sauces	4.1 Explain how to select correct type, quality and quantity of ingredients to meet sauce requirements 4.2 Describe what quality points to look for in sauce ingredients 4.3 Explain what to do if there is a problem with the ingredients 4.4 Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods
Learning outcome 5 5. Understand how to cook complex hot sauces	5.1 Describe how to carry out different cooking methods according to sauce requirements 5.2 State the correct temperature for cooking sauces 5.3 Explain how to identify when sauces have the correct colour, flavour, consistency and quantity 5.4 State healthy eating options when preparing, cooking and finishing complex hot sauces
Learning outcome 6 6. Understand how to finish complex hot sauces	6.1 Describe how to finish and present complex sauces 6.2 Explain how to minimise and correct common faults in complex sauces, stocks, gravies and glazes 6.3 Describe how to adjust the taste and flavour of complex sauces, stocks, gravies and glazes 6.4 Describe how to balance the flavour, texture, colour, consistency and quality of the final dish with sauce 6.5 State the appropriate accompaniments and garnishes for different complex sauces 6.6 Describe the quality points relating to complex sauces 6.7 State the correct temperature for holding and serving sauces 6.8 Describe how to store cooked sauces

You must produce evidence of covering the minimum requirements

<i>Used all preparation and cooking methods</i>
Weighing/measuring

Reducing
Making roux
Boiling
Passing/straining/blending
Skimming
Whisking
Simmering
Chopping
<i>Made all sauces</i>
Compound butter sauce
Derivatives of white and brown sauce
Emulsified sauces
Cream thickened sauce

Unit 488 Prepare, cook and finish dressings and cold sauces

UAN: K/601/5704

Level: 3

Credit value: 3

GLH: 20

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, cooking and finishing dressings and cold sauces. You will learn how to select the type and quantity of ingredients needed and be able to cook the dressings and cold sauces to meet requirements.

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 dressings and cold sauces	1.1 Select the type and quantity of ingredients needed for the dressings and cold sauces 1.2 Check the ingredients to make sure they meet quality standards 1.3 Select the appropriate tools and equipment and use correctly 1.4 Prepare the dressings and cold sauces to meet requirements
Learning outcome 2 2. Be able to cook dressings and cold sauces	2.1 Cook the dressings and cold sauces to meet requirements 2.2 Make sure the dressings and cold sauces has the correct flavour, colour, consistency and quantity

Learning outcome 3 3. Be able to finish dressings and cold sauces	3.1 Finish the dressings and cold sauces to meet requirements 3.2 Make sure the dish is at correct temperature for holding and serving 3.3 Safely store any cooked dressings and sauce not for immediate use
Learning outcome 4 4. Understand how to prepare dressings and cold sauces	4.1 Explain how to select correct type, quality and quantity of ingredients to meet dish requirements 4.2 Explain what quality points to look for in dressing and cold sauce ingredients 4.3 State the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods 4.4 Describe how to carry out different preparation methods according to dish requirements
Learning outcome 5 5. Understand how to cook dressings and cold sauces	a. Describe how to carry out different cooking methods b. State the correct temperature for cooking dressings and cold sauces c. Explain how to identify when dressings and cold sauces have the correct colour, flavour, consistency and quantity d. State healthy eating options when preparing, cooking and finishing dressings and cold sauces
Learning outcome 6 6. Understand how to finish dressings and cold sauces	a. Describe how to present cooked dressings and cold sauces b. Explain how to adjust the taste and flavour of dressings and cold sauces c. Describe the appropriate accompaniments and garnishes for different dressings and cold sauces d. Describe the quality points relating to dressings and cold sauces e. Describe how to store dressings and cold sauces

You must produce evidence of covering the minimum requirements

<i>Used a minimum of 8 preparation and cooking methods</i>
Weighing and measuring
Boiling
Simmering
Chopping
Emulsifying
Processing
Liquidising/blending

Sieving/stirring
Blanching
Whisking
Reducing
<i>Made a minimum of 5 types of sauce</i>
Derivative of mayonnaise
Coulis
Egg and oil emulsion
Flavoured oil-based dressing
Sour cream/yoghurt-based
Fruit/vegetable thickened (e.g. dips)

Unit 489 Prepare shellfish for complex dishes

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

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing fresh shellfish for complex dishes. You will learn how to prepare a variety of shellfish such as oysters, prawns/shrimps, mussels and scallops.

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 shellfish for complex dishes	1.1	Select the type and quantity of shellfish needed for the dish
	1.2	Check the shellfish to make sure it meets quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the shellfish to maintain its quality and meet the requirements of the dish
	1.5	Safely store any prepared shellfish not for immediate use
Learning outcome 2 2. understand how to produce biscuits, cakes and sponges	2.1	Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements
	2.2	Describe what quality points to look for

	in fresh shellfish
2.3	Describe how to detect live shellfish
2.4	Describe what to do if there are any problems with the shellfish
2.5	Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods
2.6	Explain how to carry out different preparation methods
2.7	Explain how to control portions and minimise waste
2.8	State the approximate yields of prepared shellfish
2.9	Explain the most suitable preparation methods for each type of shellfish
2.10	Explain how to store prepared shellfish
2.11	State healthy eating options when preparing shellfish for complex dishes

You must produce evidence of covering the minimum requirements

<i>Prepared a minimum of 5 types of shellfish</i>
Oysters
Cockles/clams
Scallops
Mussels
Scampi/Dublin Bay prawns
Crayfish
Lobsters/crawfish
Langoustines
Prawns/shrimps
Crabs
<i>Used a minimum of 4 preparation methods</i>
Trimming
Cutting
Blending
Coating
Marinading
Washing
Shelling

Unit 490 Prepare game for complex dishes

UAN: R/601/5499

Level: 3

Credit value: 4

GLH: 28

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing game for complex dishes. You will learn how to prepare furred and feathered game using a variety of methods such as skinning, plucking, tunnelling and chining.

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 game for complex dishes	1.1	Select the type and quantity of game needed for the dish
	1.2	Check the game to make sure it meets quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the game to maintain its quality and meet the requirements of the dish
	1.5	Safely store any prepared game not for immediate use
Learning outcome 2 2. Understand how to prepare game for complex dishes	2.1	Explain how to select the correct type, quality and quantity of game to meet dish requirements
	2.2	Describe what quality points to look for in fresh game

	2.3	Describe what to do if there are any problems with the game or other ingredients
	2.4	Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods
	2.5	Explain how to carry out different preparation methods
	2.6	Explain how to control portions and minimise waste
	2.7	State the approximate yields of prepared game
	2.8	Describe the main characteristics of the different types of game dishes
	2.9	Describe the current trends in relation to preparing complex game dishes
	2.10	Explain how to store prepared game
	2.11	State healthy eating options when preparing game for complex dishes

You must produce evidence of covering the minimum requirements

<i>Prepared all types of game</i>
In fur
In feather
<i>Used a minimum of 6 preparation methods</i>
Skinning
Seasoning
Marinading
Cutting (portion, dice)
Tunnelling (bones)
Stuffing/filling
Chining
Ballottine
Washing
Checking for and removing shot
Plucking

Unit 491 Cook and finish complex shellfish dishes

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

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in cooking and finishing complex shellfish dishes. You will learn how to cook different types of shellfish (such as oysters, prawns shrimps, mussels and cockles) using various methods such as boiling, sautéing, grilling and stewing.

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 cook complex shellfish dishes	1.1	Select type and quantity of shellfish needed for dish
	1.2	Check the shellfish meets quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine shellfish with other ingredients
	1.5	Cook shellfish to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
Learning outcome 2	2.1	Garnish and present dish to meet Requirements

2. Be able to finish complex shellfish dishes	2.2 Make sure the dish is at correct temperature for holding and serving 2.3 Safely store cooked shellfish not for immediate use
Learning outcome 3 3. Understand how to cook complex shellfish dishes You can: Portfolio	3.1 Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements 3.2 State what quality points to look for in shellfish 3.3 Describe what to do if there are any problems with the shellfish or other ingredients 3.4 Describe the correct tools and equipment required, and the reasons for using them, when carrying out different cooking methods 3.5 Explain how to combine shellfish with other ingredients to create a complex and balanced dish 3.6 Explain how to carry out different cooking methods according to dish requirements 3.7 State the correct temperature for cooking shellfish 3.8 State healthy eating options when cooking and finishing complex shellfish dishes
Learning outcome 4 4. Understand how to finish complex shellfish dishes	4.1 Explain how to adjust the flavour, consistency and colour of complex shellfish dishes 4.2 Explain how to minimise and correct common faults in complex shellfish dishes 4.3 Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex shellfish dishes 4.4 State the correct temperature for holding and serving complex shellfish dishes 4.5 Describe how to store complex shellfish dishes

You must produce evidence of covering the minimum requirements

<i>Cooked and finished a minimum of 5 types of shellfish</i>
Oysters
Cockles (fresh)/clams
Scallops
Crabs
Mussels
Scampi/Dublin Bay prawns

Crayfish
Langoustines
Lobster/crawfish
Prawns/shrimps
<i>Cooked using a minimum of 5 methods</i>
Boiling
Steaming
Sautéing
Grilling
Baking
Frying (deep/shallow)
Stewing
En papillote
Combining cooking methods

Unit 492 Cook and finish complex game dishes

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

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in cooking and finishing complex game dishes. You will learn how to use the correct tools and equipment and adjust the flavour and consistency of dishes.

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 cook complex game dishes	1.1	Select type and quantity of game needed for the dish
	1.2	Check the game meets quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine game with other ingredients
	1.5	Cook game to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
Learning outcome 2 2. Be able to finish complex game dishes	2.1	Garnish and present dish to meet requirements
	2.2	Make sure the dish is at correct temperature for holding and serving

	2.3	Safely store any cooked game not for immediate use
Learning outcome 3 3. Understand how to cook complex game dishes	3.1	Explain how to select the correct type, quality and quantity of game to meet dish requirements
	3.2	State what quality points you should look for in game
	3.3	Describe what to do if there are any problems with the game or other ingredients
	3.4	Describe the correct tools and equipment required, and the reasons for using them, when carrying out different cooking methods
	3.5	Explain how to combine game with other ingredients to create a complex and balanced dish
	3.6	Explain how to carry out different cooking methods appropriate to each type of game
	3.7	State the correct temperature for cooking game
	3.8	Describe current trends in relation to game dishes
	3.9	Describe which cooking methods are appropriate for each type of game
	3.10	State the appropriate degree of cooking required for each type of complex game dish
	3.11	State healthy eating options when cooking and finishing complex game dishes
Learning outcome 4 4. Understand how to finish complex game dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex game dishes
	4.2	Explain how to minimise and correct common faults in complex game dishes
	4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex game dishes
	4.4	State the correct temperature for holding and serving complex game dishes
	4.5	Describe how to store complex game dishes

You must produce evidence of covering the minimum requirements

<i>Used all types of game</i>
Furred
Feathered

<i>Used a minimum of 3 cooking methods</i>
Combining cooking methods
Pot roasting
Stewing
Roasting
Braising
Sautéing

Unit 493 Prepare, cook and finish complex soups

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

Aim

understanding and practical skills in preparing, cooking and finishing complex soups. You will learn how to use a variety of cooking methods to create soups that meet requirements, and how to store soups if not for immediate use.

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 complex soups	1.1 Select the type and quantity of ingredients needed for the soup 1.2 Check the ingredients to make sure they meet quality standards 1.3 C Select the appropriate tools and equipment and use correctly 1.4 Combine the ingredients ready for cooking 1.5 Prepare the soup to meet requirements
Learning outcome 2 2. Be able to cook complex soups	2.1 Cook the soup to meet requirements 2.2 Make sure the soup has the correct flavour, colour, consistency and quantity
Learning outcome 3	3.1 Finish and present the soup to meet requirements

3. Be able to finish complex soups	3.2 Make sure the dish is at correct temperature for holding and serving 3.3 Safely store any cooked soup not for immediate use
Learning outcome 4 4. Understand how to prepare complex soups	4.1 Explain how to select correct type, quality and quantity of ingredients to meet dish requirements 4.2 Describe quality points to look for in soup ingredients 4.3 Describe what to do if there is a problem with the ingredients 4.4 Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods 4.5 Explain how to carry out different preparation methods according to dish requirements
Learning outcome 5 5. Understand how to cook complex soups	5.1 Describe how to carry out different cooking methods 5.2 State the correct temperature for cooking soups 5.3 Explain how to identify when soups have the correct colour, flavour, consistency and quantity 5.4 Describe how to cook different complex soups 5.5 State healthy eating options when preparing, cooking and finishing complex soups
Learning outcome 6 6. Understand how to finish complex soups	6.1 Describe how to follow different finishing methods 6.2 Explain how to minimise and correct common faults in complex soups 6.3 Describe how to adjust the taste and flavour of complex soups 6.4 State the correct temperature for holding and serving complex soups 6.5 Describe how to store soups 6.6 Explain how to finish different complex soups

You must produce evidence of covering the minimum requirements

<i>Used a minimum of 9 preparation, cooking and finishing methods</i>
Weighing/measuring
Liaison with garnish
Chilling
Skimming
Whisking

Boiling
Clarifying
Simmering
Chopping
Passing/straining
<i>Made all types of soup</i>
Consommé
Bisque
Velouté
Cold soup

Unit 494 Prepare, cook and finish fresh pasta dishes

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

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, cooking and finishing fresh pasta dishes. You will learn how to cook filled and unfilled pasta using a variety of methods such as, pulling/kneading, rolling, boiling and baking.

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 fresh pasta dishes	1.1	Select the type and quantity of pasta needed for the dish
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the fresh pasta and other ingredients to meet dish requirements
Learning outcome 2 2. Be able to cook fresh pasta dishes	2.1	Cook the pasta and other ingredients to meet dish requirements
	2.2	Make sure the dish has the correct flavour, colour, consistency and quantity
	2.3	State healthy eating options when

		preparing, cooking and finishing complex pasta dishes
Learning outcome 3 3. Be able to finish fresh pasta dishes	3.1 3.2 3.3	Present the dish to meet requirements Make sure the dish is at correct temperature for holding and serving Safely store any cooked pasta not for immediate use
Learning outcome 4 4. Understand how to prepare fresh pasta dishes	4.1 4.2 4.3 4.4 4.5	Explain how to select correct type, quality and quantity of pasta to meet dish requirements Describe what quality points to look for in pasta and other ingredients Describe what to do if there is a problem with the pasta and other ingredients Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods Explain how to carry out different preparation methods according to dish requirements
Learning outcome 5 5. Understand how to cook fresh pasta dishes	5.1 5.2 5.3 5.4	Describe how to carry out different cooking methods Explain how to identify when freshly made pasta has the correct qualities State the correct temperature for cooking complex pasta dishes Explain how to identify when fresh pasta has the correct qualities
Learning outcome 6 6. Understand how to finish fresh pasta dishes	6.1 6.2 6.3 6.4 6.5	Describe how to follow different finishing methods Explain how to minimise and correct common faults with fresh pasta dishes Explain how to identify when fresh pasta dishes have the correct flavour, texture and quantity State the correct temperature for holding and serving fresh pasta dishes Describe how to store fresh pasta dishes

You must produce evidence of covering the minimum requirements

<i>Prepared, cooked and finished all types of pasta</i>
Filled pasta
Unfilled pasta
<i>Used all preparation and cooking methods</i>
Weighing/measuring
Combining cooking methods
Sieving

Pulling/kneading
Rolling
Portioning
Boiling
Resting
Baking

Unit 495 Prepare, cook and finish complex bread and dough products

UAN: D/601/5666

Level: 3

Credit value: 4

GLH: 27

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, cooking and finishing complex bread and dough products such as, tea breads, brioche, croissants, Danish pastries and bagels.

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 biscuits, cakes and sponges	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 prepare bread and dough products	4.1 Explain how to select correct type, quality and quantity of ingredients to meet product requirements 4.2 Describe what to do if there is a problem with the ingredients 4.3 Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods 4.4 Describe how to carry out different preparation methods according to product requirements 4.5 Describe the quality points relating to prepared fermented dough products 4.6 Explain how to control portion size and minimise waste 4.7 State the effects of different temperatures and humidity on the ingredients used

	4.8	Explain the processing methods appropriate to each type of fermented dough product
Learning outcome 5 5. Understand how to finish bread and dough products	5.1 5.2 5.3 5.4	Describe the ideal storage and holding conditions for processed dough products Explain what precautions should be taken when storing dough products Explain how to minimise and correct common faults in complex bread and dough products Describe the quality points relating to finished dough products

You must produce evidence of covering the minimum requirements

<i>Used all bread and dough types</i>
Enriched dough
Laminated dough
Bread dough
<i>Demonstrated a minimum of 9 preparation and cooking methods</i>
Weighing/measuring
Baking
Frying
Folding
Sieving
Mixing/kneading
Proving
Knocking back
Shaping
Laminating

Unit 496 Prepare cook and finish complex cakes, sponges, biscuits and scones

UAN: H/601/5670

Level: 3

Credit value: 6

GLH: 49

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, cooking and finishing complex cakes, sponges, biscuits and scones, for example rich fruit cake, savarin, fresh gateaux and chocolate torte. You will learn how to use a variety of preparation and cooking techniques such as weighing/measuring, greasing, kneading, coating and slicing.

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 complex cakes, sponges, biscuits and scones	1.1	Select the type and quantity of ingredients needed for the dish
	1.2	Check the ingredients to make sure they meet quality stand
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the product to meet requirements
Learning outcome 2 2. Be able to cook complex cakes, sponges, biscuits and scones	2.1	Cook the product to meet requirements
	2.2	Make sure the dish has the correct flavour, colour, consistency and quantity
Learning outcome 3 3. Be able to finish complex cakes, sponges, biscuits and scones	3.1	Finish the product to meet requirements
	3.2	Present the product to meet requirements
	3.3	Make sure the product is at the correct temperature for holding and serving

	3.4	Safely store any cooked product not for immediate use
Learning outcome 4 4. understand how to finish and evaluate biscuits, cakes and sponges	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements Describe what quality points to look for in the ingredients Describe what to do if there is a problem with the ingredients Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods Explain the effects various preparation and aeration methods have on different complex cake, sponge, biscuit and scone products Explain how the choice of flour and fat preparations relate to the end product Explain what preparation methods are appropriate to each type of complex cake, sponge, biscuit and scone product Describe how to carry out the necessary preparation methods according to product requirements
Learning outcome 5 5. Understand how to cook complex cakes, sponges, biscuits and scones	5.1 5.2 5.3 5.4	Describe how to carry out the necessary cooking methods according to product requirements State the correct temperature for cooking each type of complex cake, sponge biscuit and scone product Explain how to identify when cake, sponge, biscuit and scone product have the correct colour, flavour, texture and quantity State healthy eating options when preparing and cooking complex cake, sponge, biscuit and scone products
Learning outcome 6 6. Understand how to finish complex cakes, sponges, biscuits and scones	6.1 6.2	Explain how to minimise and correct common faults with complex cake, sponge, biscuit and scone products Explain how to control portions and minimise waste

You must produce evidence of covering the minimum requirements

<i>Used a minimum of 15 preparation, cooking and finishing methods</i>
Weighing/measuring
Stacking
Mixing
Dusting/dredging/sprinkling
Kneading
Trimming/icing
Piping
Filling

Glazing
Shaping
Portioning
Greasing
Spreading/smoothing
Proving
Rolling
Lining
Rubbing in
Creaming/beating
Whisking
Folding
Coating
Slicing
Baking

Unit 497 Prepare, cook and finish complex pastry products

UAN: M/601/5671

Level: 3

Credit value: 3

GLH: 29

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, cooking and finishing complex pastry products. You will learn how to use different types of pastry such as puff/flaky, suet and choux.

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 complex pastry products	1.1	Select the type and quantity of ingredients needed for the product
	1.2	Accurately weigh ingredients required
	1.3	Check the ingredients to make sure they meet quality standards
	1.4	Choose and use tools and equipment Correctly
	1.5	Prepare the ingredients to meet product requirements
Learning outcome 2 2. Be able to cook complex pastry products	2.1	Cook ingredients to meet product requirements
	2.2	Make sure the pastry product has the correct flavour, colour, consistency and quantity

Learning outcome 3 3. Be able to finish complex pastry products	3.1 Present the pastry product to meet requirements 3.2 Make sure the pastry product is at correct temperature for holding and serving 3.3 Safely store any cooked pastry product not for immediate use
Learning outcome 4 4. Understand how to prepare complex pastry products	4.1 State how to store raw ingredients before preparation and cooking 4.2 Describe how to select the correct type, quality and quantity of ingredients to meet product requirements 4.3 Describe what to do if there is a problem with the ingredients 4.4 State the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods 4.5 Explain how to carry out different preparation methods according to recipe requirements
Learning outcome 5 5. Understand how to cook complex pastry products	5.1 Describe how to carry out different cooking methods according to recipe requirements 5.2 State the correct temperature for cooking each type of complex pastry product 5.3 Describe how to identify when pastry products have the correct colour, flavour, consistency and finish 5.4 Explain how the use of different ingredients can affect the flavour of pastry 5.5 State healthy eating options when preparing, cooking and finishing complex pastry products
Learning outcome 6 6. Understand how to finish complex pastry products	6.1 Describe how to minimise and correct common faults with complex pastry products 6.2 Explain how to store complex pastry products

You must produce evidence of covering the minimum requirements

<i>Prepared, cooked and finished a minimum of 6 pastry products</i>
Short
Sue
Choux
Puff/flaky
Convenience

Sable
Hot water paste
Sweet
<i>Used a minimum of 12 preparation and cooking methods</i>
Weighing/measuring
Lining/moulding
Folding
Laminating
Rolling
Conditioning/chilling
Piping
Trimming
Aerating
Baking
Combining cooking methods
Kneading
Resting
Creaming
Rubbing in
Sifting

Unit 498 Prepare, process and finish complex chocolate products

UAN: T/601/5673

Level: 3

Credit value: 5

GLH: 42

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, processing and finishing complex chocolate products. You will learn how to use plain, white and milk chocolate and produce them using a variety of methods such as rolling, cutting, spreading, tempering and manipulating.

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 complex chocolate products	1.1 Select the type and quantity of ingredients needed for product 1.2 Check the ingredients to make sure they meet quality standards 1.3 Select the appropriate tools and equipment and use correctly 1.4 Prepare the ingredients to meet product requirements
Learning outcome 2 2. Be able to process complex chocolate products	2.1 Process ingredients to meet product requirements 2.2 Make sure the chocolate products have the correct flavour, colour, texture and quantity
Learning outcome 3	3.1 Decorate and present the chocolate product to meet requirements

3. Be able to finish complex chocolate products	3.2	Safely store any processed chocolate product not for immediate use
Learning outcome 4 4. Understand how to prepare complex chocolate products	4.1 4.2 4.3	Explain how to select the correct type, quality and quantity of ingredients to meet product requirements Describe what to do if there is a problem with the ingredients State the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods
Learning outcome 5 5. Understand how to process complex chocolate products	5.1 5.2 5.3 5.4 5.5	Explain how to carry out different processing methods according to product requirements Describe how to identify when chocolate products have the correct colour, flavour, texture and quantity State when couverture can be used and how it can be tempered Describe what common faults can occur with chocolate products State healthy eating options when dealing with complex chocolate products
Learning outcome 6 6. Understand how to finish complex chocolate products	6.1 6.2 6.3 6.4	Describe how to correct the product to achieve requirements Describe what items can be used to decorate chocolate products Describe the current trends in relation to chocolate products Explain how to store complex chocolate products

You must produce evidence of covering the minimum requirements

<i>Prepared, processed and finished all types of chocolate</i>
Plain
White
Milk
<i>Used a minimum of 8 preparation and processing methods</i>
Rolling
Cutting
Manipulating
Spreading
Blending colour and flavour
Tempering
Melting
Modelling
Drying
Mixing

Unit 499 Prepare, process and finish marzipan, pastillage and sugar products

UAN: J/601/5676

Level: 3

Credit value: 5

GLH: 42

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, processing and finishing marzipan, pastillage and sugar products. You will learn how to use different types of pastillage and sugar such as, royal icing, spun sugar, fudge, marzipan and Italian meringue. You will also learn various preparation and processing methods such as, boiling, dipping, manipulating and spinning.

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 marzipan, pastillage and sugar products	1.1 Select the type and quantity of ingredients needed for the product 1.2 Check the ingredients to make sure they meet quality standards 1.3 Select the appropriate tools and equipment and use correctly 1.4 Prepare the ingredients to meet product requirements
Learning outcome 2 2. Be able to process marzipan, pastillage and sugar products	2.1 Process ingredients to meet product requirements 2.2 Make sure the marzipan, pastillage and sugar products have the correct flavour, colour, texture and quantity
Learning outcome 3	3.1 Decorate and present the marzipan,

3. Be able to finish marzipan, pastillage and sugar products	3.2	pastillage and sugar products to meet requirements Safely store any processed marzipan, pastillage and sugar products not for immediate use
Learning outcome 4 4. Understand how to prepare marzipan, pastillage and sugar products	4.1 4.2 4.3	Explain how to select the correct type, quality and quantity of ingredients to meet product requirements Describe what to do if there is a problem with the ingredients Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods
Learning outcome 5 5. Understand how to process marzipan, pastillage and sugar products	5.1 5.2 5.3 5.4 5.5	Explain how to carry out different processing methods according to product requirements State correct times and temperatures for cooking Explain how to identify when marzipan, pastillage and sugar products have the correct colour, flavour, texture and quantity Describe what common faults can occur with marzipan, pastillage and sugar products State healthy eating options when preparing, processing and finishing marzipan, pastillage and sugar products
Learning outcome 6 6. Understand how to finish complex cakes, sponges, biscuits and scones	6.1 6.2 6.3 6.4 6.5	Explain the common faults that can occur with pastillage and sugar products Explain how to correct the product to achieve requirements Describe items that can be used to decorate the products Describe the current trends in relation to pastillage and sugar products Describe how to store pastillage and sugar products

You must produce evidence of covering the minimum requirements

<i>processed and finished a minimum of 7 types of pastillage and sugar</i>
Sugar paste/cover paste
Royal icing
Dipped fruit
Italian meringue

Fudge
Pastillage
Marzipan
Spun sugar
Poured sugar
Rock sugar
<i>Used a minimum of 9 preparation and processing methods</i>
Boiling
Mixing
Rolling
Drying
Cutting
Manipulating
Blending (colour and flavour)
Piping
Spreading
Pulling
Spinning
Moulding
Dipping
Pouring

Unit 501 prepare, cook and present complex cold products

UAN: L/601/5677

Level: 3

Credit value: 5

GLH: 38

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in producing complex cold products. You will learn how to present products and to correct common faults when required.

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.

<i>Learning outcome 1</i> <i>1. Be able to prepare complex cold products</i>	<i>1.1 Select the type and quantity of ingredients needed for the product</i> <i>1.2 Check the ingredients to make sure they meet quality standards</i> <i>1.3 Select appropriate tools and equipment and use correctly</i> <i>1.4 Prepare the ingredients to meet requirements</i>
<i>Learning outcome 2</i> <i>2. Be able to cook complex cold products</i>	<i>2.1 Cook ingredients to meet product requirements</i> <i>2.2 Make sure the complex cold products have the correct flavour, colour, consistency and quantity</i>
<i>Learning outcome 3</i>	<i>3.1 Garnish and present the complex cold products to meet requirements</i>

3. Be able to present complex cold products	3.2 Make sure the complex cold products are at correct temperature for holding and serving 3.3 Safely store any cooked complex cold products not for immediate use
Learning outcome 4 4. Understand how to prepare complex cold products	4.1 Explain how to select correct type, quality and quantity of ingredients to meet product requirements 4.2 Describe what to do if there is a problem with the ingredients 4.3 Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods 4.4 Explain how to carry out different preparation methods according to dish requirements
Learning outcome 5 5. Understand how to cook complex cold products	5.1 Describe how to carry out different cooking methods 5.2 Explain how to identify when complex cold products have the correct colour, flavour, texture and quantity 5.3 Describe common faults that can occur with complex cold products 5.4 State healthy eating options when dealing with complex cold products
Learning outcome 6 6. Understand how to present complex cold products	6.1 Describe how to follow different presenting methods 6.2 Explain how to minimise and correct common faults in complex cold products 6.3 Explain how to correct products to achieve requirements 6.4 State items that can be used to garnish complex cold products 6.5 Describe how to garnish and present complex cold products 6.7 Describe how to deal with items returned from buffet 6.8 Describe current trends in relation to complex cold products 6.9 Describe how to store complex cold products

You must produce evidence of covering the minimum requirements

<i>Used a minimum of 11 preparation, cooking and finishing methods</i>
Boiling
Deboning
Blending/liquidising

Skinning and trimming
Mincing and processing
Sieving
Carving
Trussing and tying
Shaping and moulding
Pressing and reforming
Steaming
Filleting
Rolling
Poaching (shallow/deep)
Roasting
Combination cooking methods
Baking

Unit 502 prepare, finish and present canapés and cocktail products

UAN: Y/601/5682

Level: 3

Credit value: 3

GLH: 29

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills when producing canapés and cocktail products. You will learn how to produce a variety of canapés and cocktail such as filled short and puff pastry, cocktail brochettes, filled choux items and bouchées.

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 canapés and cocktail products	1.1 Select the type and quantity of ingredients needed for product 1.2 Check the ingredients to make sure they meet quality standards 1.3 Select appropriate tools and equipment and use correctly 1.4 Prepare the ingredients to meet product requirements
Learning outcome 2 2. Be able to cook canapés and cocktail products	2.1 Make sure the canapés and cocktail products have the correct flavour, colour, texture and quantity
Learning outcome 3	3.1 Finish the ingredients to meet requirements

3. Be able to present canapés and cocktail products	3.2 Decorate and present canapés and cocktail products to meet requirements 3.3 Make sure the canapés and cocktail products are at the correct temperature for holding and serving 3.4 Safely store any cooked canapés and cocktail products not for immediate use
Learning outcome 4 4. Know how to prepare canapés and cocktail products	4.1 Explain how to select correct type, quality and quantity of ingredients to meet product requirements 4.2 Describe what to do if there is a problem with the ingredients 4.3 Describe the correct tools and equipment required, and the reasons for using them, when carrying out different preparation methods 4.4 Describe how to carry out different preparation methods according to dish requirements
Learning outcome 5 5. Understand how to cook canapés and cocktail products	5.1 Describe how to carry out different cooking methods 5.2 Explain how to identify when canapés and cocktail products have the correct colour, flavour, texture and quantity 5.3 Describe common faults that can occur with canapés and cocktail products 5.4 State healthy eating options when dealing with canapés and cocktail products
Learning outcome 6 6. Understand how to present canapés and cocktail products	6.1 Describe how to follow different presentation methods 6.2 Explain how to correct products to achieve requirements 6.3 Describe what items can be used to decorate canapés and cocktail products 6.4 Describe how to garnish and present canapés and cocktail products 6.5 Describe how to deal with items returned from buffet 6.6 Describe current trends in relation to canapés and cocktail products 6.7 Describe how to store canapés and cocktail products

You must produce evidence of covering the minimum requirements

<i>Prepared, finished and presented a minimum of 4 canapés and cocktails</i>
Canapés
Filled puff pastry items
Cocktail brochettes

Filled short pastry items
Filled choux items
Bouchées
<i>Used a minimum of 7 preparation, cooking and finishing methods</i>
Slicing
Baking
Chilling
Cutting
Piping
Mixing
Filling
Spreading
Pouring
Skewering

Unit 503 prepare, cook and finish complex hot desserts

UAN: L/601/5694

Level: 3

Credit value: 3

GLH: 26

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing, cooking and finishing complex hot desserts. You will learn different types of preparation methods such as creaming, aeration and folding. You will also learn how to use various finishing techniques such as gratinating, glazing and portioning.

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 complex hot desserts	1.1 Select the type and quantity of ingredients needed for the dessert 1.2 Check the ingredients to make sure they meet quality standards 1.3 Select the appropriate tools and equipment and use correctly 1.4 Prepare the ingredients to meet requirements
Learning outcome 2 2. Be able to cook complex hot desserts	2.1 Cook the ingredients to meet requirements
Learning outcome 3	3.1 Make sure the dessert has the correct colour, texture and finish

3. Be able to finish complex hot desserts	requirements 3.2 Finish and present the dessert to meet requirements 3.3 Make sure the dessert is at correct temperature for holding and serving 3.4 Safely store any desserts not for Immediate use
Learning outcome 4 4. Understand how to prepare complex hot desserts	4.1 Describe what quality points to look for in main ingredients 4.2 Explain how to control portions and minimise waste 4.3 Describe the appropriate preparation methods for different complex hot desserts 4.4 Explain the effects various temperatures and humidities can have on ingredients used 4.5 Describe the correct tools and equipment required, and the reasons for using them, when preparing complex hot desserts 4.6 Describe the types of problems when preparing hot desserts and correct methods for dealing with them
Learning outcome 5 5. Understand how to cook complex hot desserts	5.1 Explain which cooking methods relate to each type of complex hot dessert 5.2 Describe the types of problems that may occur when cooking hot desserts and how you would deal with these correctly 5.3 Explain how to minimise common faults 5.4 State healthy eating options when dealing with complex hot desserts
Learning outcome 6 6. Understand how to finish complex hot desserts	6.1 Describe the quality points relating to the finished product 6.2 Explain the appropriate finishing methods for each type of product

You must produce evidence of covering the minimum requirements

<i>Prepared and cooked a minimum of 3 desserts</i>
Hot soufflés
Paste-based
Fruit-based desserts
Sponge-based desserts
<i>Used a minimum of 5 preparation methods</i>
Creaming
Incorporating fat
Use of moulds
Aeration
Separation/combining of colours/flavours/ingredients

Folding
<i>Used a minimum of 4 cooking methods</i>
Microwaving
Baking
Bain-marie
Deep-fat frying
Steaming
<i>Used a minimum of 5 finishing methods</i>
Gratinating
Demoulding
Glazing
Piping
Cooling
Portioning

Unit 504 prepare, cook and finish complex cold desserts

UAN: R/601/5700

Level: 3

Credit value: 3

GLH: 30

Aim

understanding and practical skills for preparing, cooking, processing and finishing complex cold desserts such as, mousses, cheesecake, ice cream and meringue.

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 complex cold desserts	1.1 Select the type and quantity of ingredients needed for the dessert 1.2 Check the ingredients to make sure they meet quality standards 1.3 Select the appropriate tools and equipment and use correctly 1.4 Prepare the ingredients to meet requirements
Learning outcome 2 2. Be able to cook complex cold desserts	2.1 Cook the ingredients to meet requirements 2.2 Process the dessert to meet dish requirements
Learning outcome 3 3. Be able to finish complex cold desserts	3.1 Make sure the dessert has the correct colour, texture and finish 3.2 Make sure the dessert is at correct temperature for holding and serving

	3.3	Safely store any desserts not for immediate use
Learning outcome 4 4. Understand how to prepare complex cold desserts	4.1 4.2 4.3 4.4	State the correct tools and equipment required, and the reasons for using them, when preparing complex cold desserts Explain how to control portions and minimise waste Describe the appropriate preparation methods for different complex cold desserts Describe the types of problems that may occur when preparing cold desserts, and how you would deal with these correctly
Learning outcome 5 5. Understand how to cook complex cold desserts	5.1 5.2 5.3 5.4 5.5	State which processing methods are appropriate for each type of product State the quality points relating to processed products Describe how to adjust flavours and minimise common faults Describe the type of problems that may occur when cooking and processing cold desserts, and how you would deal with these correctly State healthy eating options when preparing and cooking complex cold desserts
Learning outcome 6 6. Understand how to finish complex cold desserts	6.1	State the quality points relating to the finished product

You must produce evidence of covering the minimum requirements

<i>Prepared, cooked and finished a minimum of 4 desserts</i>
Egg-based set
Fruit/crème bavaois
Paste-based goods
Cheesecake
Meringue-based
Mousses/cold soufflés
Ice cream-based/sorbet-based
<i>Used a minimum of 5 preparation methods</i>
Creaming
Puréeing
Folding
Sieving/passing
Combining
Aeration
Addition of colours/flavours

Straining
<i>Used a minimum of 2 cooking methods</i>
Poaching
Boiling
Baking
Steaming
<i>Used a minimum of 3 processing methods</i>
Demoulding
Refrigeration
Freezing
Chilling
<i>Used a minimum of 5 finishing methods</i>
Cooling
Stacking
Cutting
Portioning
Filling
Glazing
Piping

Unit 505 Produce sauces fillings and coatings for complex desserts

UAN: D/601/5702

Level: 3

Credit value: 4

GLH: 33

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in producing sauces, fillings and coatings. You will also learn about different preparation, cooking and finishing 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	1.1	Select the type and quantity of ingredients needed for the sauces, fillings and coatings
1. Be able to produce sauces, fillings and coatings for complex desserts	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the ingredients to meet dish requirements
	1.5	Process ingredients to meet dish Requirements
	1.6	Make sure the sauce, filling and coating has the correct colour, texture and finish
	1.7	Finish and present the sauce, filling and

	coating to meet requirements 1.8 Make sure the sauce, filling and coating is at the correct temperature for holding and serving 1.9 Safely store any sauce, filling and coating not for immediate use
Learning outcome 2 2. Understand how to produce sauces, fillings and coatings for complex desserts	2.1 Describe what quality points to look for in relation to finished sauces, fillings and coatings 2.2 Describe the correct tools and equipment and the reasons for using them when producing sauces, fillings and coatings for complex desserts 2.3 Describe the consistency required for finished sauces, fillings and coatings 2.4 Describe how to adjust flavours and minimise common faults 2.5 State the effects of different temperatures and humidity on ingredients used 2.6 Explain the uses of various sauces, fillings and coatings 2.7 Describe the types of problems that may occur with sauces, fillings and coatings and how you would deal with these correctly 2.8 State healthy eating options when producing sauces, fillings and coatings

You must produce evidence of covering the minimum requirements

<i>Produced a minimum of 8 sauces, fillings and coatings</i>
Sugar glazes
Jams
Crème chantilly
Crème patisserie
Royal icing
Syrups
Buttercream
Preserves
Fruit glazes
Ganache
Fruit coulis
Sabayon
Crème anglaise
<i>Used a minimum of 4 preparation methods</i>
Mixing
Whisking
Boiling
Separating
Creaming

<i>Used a minimum of 5 processing methods</i>
Addition of flavouring
Addition of colouring
Emulsifying
Liquidising
Blending
Reducing

Unit 506 Produce healthier dishes

UAN: A/601/4962

Level: 3

Credit value: 3

GLH: 28

Aim

The aim of this unit is to develop your skills and techniques in preparing, cooking and finishing dishes which use healthy ingredients. You will learn how to prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre and its nutritional value.

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	Check ingredients meet dish requirements
1. Be able to produce healthier dishes	1.2	Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre
	1.3	Cook food in a way that maximises its nutritional value
	1.4	Use flavourings that minimise the use of salt and sugar
	1.5	Present dishes in a way that is attractive to the customer
	1.6	Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish

Learning outcome 2 2. Understand how to produce healthier dishes	2.1	Describe the concept of a balanced diet and how this is important to good health
	2.2	State the government's current guidelines for healthy eating
	2.3	State the types and combinations of ingredients that make up a healthy dish
	2.4	Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes
	2.5	Describe the nutritional benefits of starchy foods, fruits, vegetables and pulses
	2.6	Explain how to read and interpret food labelling
	2.7	Describe how to select types, combinations and proportions of ingredients that will make a healthy dish
	2.8	Describe what techniques can be used to prepare ingredients in a healthy way
	2.9	Describe what techniques can be used to cook the dish in a way that maximises its nutritional value
	2.10	State what healthier flavourings can be used as alternatives to salt and sugar
	2.11	Explain why it is important to present healthier dishes to customers in an attractive way and how to do so
	2.12	State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments
	2.13	State appropriate alternative healthier types of sauces, dressings, toppings and condiments

You must produce evidence of covering the minimum requirements

<i>Produced a minimum of 4 types of dish</i>
Fish
Bread/dough
Soups/sauces
Vegetables/fruit
Pastry
Meat/poultry
Pasta/rice/grain/pulses
Sponges/cakes/biscuits/scones
Eggs

Unit 507 Contribute to the control of resources

UAN: H/502/4097

Level: 3

Credit value: 4

GLH: 30

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills when using resources effectively and efficiently, without undue waste. You will learn how to obtain supplies, check equipment, monitor the use of resources and keep records.

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	Compare the resources available to you with the resources you need for your work
1. Be able to contribute to the control of resources	1.2	Follow the correct procedures to obtain additional resources needed for your work
	1.3	Deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed
	1.4	Check the quality, quantity and suitability of resources before they are needed for use
	1.5	Make sure that equipment and materials are correctly stored and maintained

	1.6 Encourage your colleagues to make efficient use of resources and minimise waste 1.7 Monitor the use of resources in your area of responsibility 1.8 Make sure that resources are used effectively, efficiently and in line with organisational and legal requirements 1.9 Keep records about resources up to date, accurate and in the specified place 1.10 Recommend ways of making better use of resources following organisational requirements
Learning outcome 2 2. Understand how to contribute to the control of resources	2.1 Identify colleagues in your area of responsibility, and the equipment and supplies that are used 2.2 Describe normal consumption levels for resources in your area of responsibility 2.3 Explain how to work out what resources are needed for planned work 2.4 Explain how to identify what resources are available for planned work 2.5 Explain how to make sure the resources already available are suitable for planned work 2.6 Explain how to identify what additional resources are needed for planned work 2.7 Identify the approximate costs of the resources used in your area of responsibility 2.8 Explain how resource costs affect your organisation's financial targets 2.9 Explain the importance of working within agreed spending 2.10 Describe the procedures to follow when it is necessary to go beyond agreed spending limits 2.11 Explain why it is important to follow the correct procedures when it is necessary to go beyond agreed spending limits 2.12 Describe your organisation's policies for ordering resources 2.13 Identify who is responsible for ordering resources 2.14 Identify your organisation's regular suppliers 2.15 Describe the procedures to follow to obtain required resources 2.16 Describe the procedures for storing the resources in your area of responsibility

	2.17	Explain how to ensure resources are stored correctly
	2.18	Describe the appropriate lifting and handling methods and techniques for resources in your area
	2.19	Describe the health and safety requirements for the resources you are responsible for
	2.20	Explain the environmental impact of the resources for which you are responsible
	2.21	Describe your organisation's policies for: • using resources • controlling waste • recycling
	2.22	Explain how to count, check and monitor the use of resources
	2.23	Explain how to keep waste to a minimum
	2.24	Explain how to encourage colleagues to make efficient use of resources to benefit the organisation and the environment
	2.25	Explain how to make recommendations on improving the use of resources to decision makers in your organisation
	2.26	Identify the records you need to keep on the use of resources
	2.27	Explain the advantages of using computerised stock control systems

Unit 508 Contribute to the development of recipes

UAN: K/502/4117

Level: 4

Credit value: 4

GLH: 22

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills when developing or introducing new menu items. It involves research, implementation and review.

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	Take account of food combinations, flavours and dietary requirements
1. Be able to contribute to the development of recipes and menus	1.2	Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities
	1.3	Identify suitable suppliers/sources
	1.4	Identify methods of presenting, holding and distributing the product
	1.5	Cost recipe suggestions
	1.6	Take account of available resources
	1.7	Pass on relevant information about the suitability of the new menu item following organisational procedures
	1.8	Offer suggestions on menu layout and presentation

	1.9 Introduce recipe suggestions in accordance with: • the style and policy of the organisation • available resources • the expectations and standards of customers 1.10 Make sure staff have the information, skills and resources needed to support the introduction of the new menu item 1.11 Collect feedback from staff and customers 1.12 Evaluate feedback from staff and customers
Learning outcome 2 2. Understand how to contribute to the development of recipes and menus	2.1 Explain the existing style and policy of the organisation in relation to recipes and menus 2.2 Explain how location and styles of operation can affect proposed menu items 2.3 Explain the concept of a balanced diet and why it is important to good health 2.4 Describe current government guidelines for healthy eat 2.5 Explain how to keep up to date with information on healthy eating 2.6 Describe the types, combinations and proportions of ingredients that make up a healthy dish 2.7 Explain the nutritional benefits of minimising the fat, sugar and salt content of dishes 2.8 Explain the nutritional benefits of starchy foods, fruit, vegetables and pulses 2.9 Identify healthier flavourings that can be used as alternatives to salt and sugar 2.10 Describe the quality standards required for each recipe item to be included 2.11 Explain how to assess the quality of potential ingredients 2.12 Explain how available equipment can affect the production of food items 2.13 Identify the factors that need to be considered in selecting presentation, holding and distribution methods 2.14 Explain how to cost proposed recipes and work out gross profit 2.15 Explain the effect supplier choice can have on food quality

	2.16	Explain how to identify and assess the suitability of suppliers or supply sources
	2.17	Explain how to record information relating to proposed recipes
	2.18	Identify who records of proposed recipes should be made available to
	2.19	Identify who to consult to gain feedback on proposed recipes
	2.20	Explain how to carry out and evaluate test runs of recipes
	2.21	Explain why staff skills should be assessed prior to proposing new recipes and menu items
	2.22	Describe what training may be needed to support the implementation of new menu items
	2.23	Explain how to brief staff on new menu items and implementation plans
	2.24	Describe how to gain feedback from staff on operational problems which may arise
	2.25	Explain how to allocate resources to staff to enable them to implement new menu items
	2.26	Identify lead times required by organisation for the implementation of new menu items
	2.27	Explain how to estimate lead times for the preparation of new menu items
	2.28	Explain why measures should be closely monitored when introducing new items
	2.29	Explain why it is important to gain feedback from customers on new items, and how you would gain this feedback

Unit 441 Ensure food safety practices are followed in the preparation and serving of food and drink

UAN: H/502/9591
Level: 3
Credit value: 5
GLH: 35

Aim

The aim of this unit is to develop your knowledge, understanding and practical skills in ensuring that appropriate food safety practices and procedures are followed in the preparation and serving of food and drink.

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	Ensure relevant information about food safety procedures is available
1. Be able to ensure food safety practices are followed in the preparation and serving of food and drink	1.2	Explain own responsibilities in relation to food safety procedures
	1.3	Ensure that good hygiene practices are in place
	1.4	Implement food safety procedures within the limits of own responsibility
	1.5	Monitor own area of responsibility for food safety hazards
	1.6	Identify potential food safety hazards in own area of responsibility
	1.7	Report any potential food safety hazards for review

	1.8 Identify control measures appropriate to food safety hazards 1.9 Evaluate food safety procedures 1.10 Feedback to the relevant person, the effectiveness of the organisation's food safety procedures
Learning outcome 2 2. Understand the importance of ensuring food safety practices are followed in the preparation and serving of food and drink	2.1 Explain the importance of food safety procedures 2.2 Outline the food safety legislation requirements affecting own area of responsibility 2.3 Explain the importance of good hygiene practices 2.4 Outline the hygiene practices relevant to own work 2.5 Explain the importance of being aware of potential food safety hazards in own area of responsibility 2.6 Outline the principal causes of food safety hazards 2.7 Explain the importance of effective pest control measures 2.8 Explain the importance of using effective methods for cleaning equipment and surfaces 2.9 Explain the importance of disposing of waste hygienically and effectively 2.10 Explain the importance of food temperature control 2.11 Explain the consequences of cross-contamination 2.12 Explain the importance of providing feedback on food safety procedures
Learning outcome 3 3. Understand how to ensure food safety practices are followed in the preparation and serving of food and drink	3.1 Explain the principles of good workplace design 3.2 Explain how to implement the organisation's food safety procedures in own area of responsibility 3.3 Describe the different types of food safety hazards including: • microbiological • physical • chemical • allergenic 3.4 Describe the conditions that affect microbial growth 3.5 Explain how to identify food safety hazards 3.6 Explain how to control significant food safety hazards

	3.7	Identify the correct methods to control waste
	3.8	Describe the operational requirements in relation to personal hygiene practices that staff should follow
	3.9	Identify effective methods for cleaning equipment and surfaces
	3.10	Identify the temperature levels and controls for the types of food in own area of responsibility
	3.10	Explain how to eliminate cross-contamination
	3.11	Explain how to confirm responsibilities for food safety procedures to staff
	3.12	Explain how to ensure that staff receive training to meet their food safety responsibilities
	3.13	Identify the types of failures that may occur with control measures
	3.14	Identify the corrective actions to take when control measures fail
	3.15	Identify the types of issues that should be communicated to the person responsible for the food safety procedures

Unit 446 Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector

UAN: T/601/7214
Level: 3
Credit value: 2
GLH: 16

Aim

The aim of this unit is to develop your knowledge and understanding of rights and responsibilities in employment. You will learn about codes of practice, and issues of public concern that may affect your own organisation or industry.

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. Know employer and employee rights, responsibilities and own organisational procedures	<table><tr><td>1.1</td><td>State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health and Safety and other relevant legislation</td></tr><tr><td>1.2</td><td>State importance of having employment rights and responsibilities</td></tr><tr><td>1.3</td><td>Describe organisational procedures for health and safety, including documentation</td></tr><tr><td>1.4</td><td>Describe organisational procedures for equality and diversity, including documentation</td></tr></table>	1.1	State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health and Safety and other relevant legislation	1.2	State importance of having employment rights and responsibilities	1.3	Describe organisational procedures for health and safety, including documentation	1.4	Describe organisational procedures for equality and diversity, including documentation
1.1	State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health and Safety and other relevant legislation								
1.2	State importance of having employment rights and responsibilities								
1.3	Describe organisational procedures for health and safety, including documentation								
1.4	Describe organisational procedures for equality and diversity, including documentation								

	1.5	Identify sources of information and advice on employment rights and responsibilities, including Access to work and Additional Learning Support
Learning outcome 2 2. Know factors that affect own organisation and occupation	2.1 2.2 2.3 2.4 2.5 2.6	Describe the role played by own occupation within organisation and industry Describe career pathways available to you State types of representative body related to the industry, their main roles and responsibilities, and their relevance to the industry Identify sources of information and advice on own industry, occupation, training and career Describe principles, policies and codes of practice used by own organisation and industry Describe issues of public concern that affect own organisation and industry