

Unit 307: Produce and present advanced starters using standardised recipes

Sample scheme of work

This sample scheme of work covers both classroom and workshop based learning for Unit 307. It is based on 4–5 hours per session for 16 sessions. It is an example only of a possible scheme of work and is based on theory and practical within an FE centre, but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners' needs.

Unit 307 is designed as a stand-alone unit and should be used in conjunction with the standards set for the qualification to ensure full coverage of the learning requirements.

You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.

Reference is made within the scheme of work to **worksheets, handouts, activities, questions and PowerPoint presentations** (in **black bold**) that are available on SmartScreen.co.uk for tutors to use with learners. Any other resources listed are not provided on

SmartScreen but provide guidance for the tutor as to others they may produce. Delivery timings are given, however, these can be amended to suit the group. The content of presentations, discussions, explanations etc are left to the professionalism of the course tutor.

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- Core skills (mathematics, reading, writing speaking and listening)
- extension tasks and differentiation, inclusion, entitlement and equality issues
- spiritual, moral, social and cultural issues
- environmental education
- use of information learning technology (ILT).

Unit 307: Produce and present advanced starts using standardised recipes

Sample scheme of work

Course/qualification: _____ Tutor's name: _____

Number of sessions: 16 Delivery hours: 80 Venue: _____ Group: _____

Aims

- The aim of this unit is to provide learners with the skills of how to produce and present advanced starters using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs.
- Learners will develop the skills to produce both hot and cold soups, advanced hot and cold starter courses and accompanying sauces that feature on traditional and contemporary menus.
- Learners will also use classical and contemporary methods of preparation to create the first course to a meal experience or light lunch option for the guest suitable for restaurant and volume catering.

Learning outcomes:

To enable learners to:

- be able to prepare, cook and serve hot soups and advanced hot starters
- be able to prepare, cook and serve cold soups and advanced cold starters
- be able to prepare dressings, sauces, chutneys and relishes to accompany starters.

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
1 5 hours	<p>Learning outcome 1: Be able to prepare, cook and serve hot soups and advanced hot starters</p> <p>The learner can:</p> <p>1.1 Check quality of ingredients</p> <p>Quality</p> <ul style="list-style-type: none"> • Visual • Aroma • Texture • Use by and best before dates <p>Ingredients</p> <ul style="list-style-type: none"> • Fresh stock • Convenience stock • Meat • Fish • Shellfish • Vegetables • Pulses • Grains • Seaweed • Noodles • Pasta • Bread 	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 1 and encourage Q&A. • Task learners in groups of four for activity Worksheet 1. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate. • Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 1 • PowerPoint presentation 1 • Worksheet 1 	<p>Worksheet 1</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.2 Determine correct quantity of ingredients</p> <p>Quantity</p> <ul style="list-style-type: none"> • Adapt standardised recipe • Increasing yield amount • Adjusting ingredients • Use weighing scales and measuring equipment 		
<p>2</p> <p>5 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and serve hot soups and advanced hot starters</p> <p>1.3 Monitor the safe use of equipment used when making hot soups and hot starters</p> <p>Equipment</p> <ul style="list-style-type: none"> • Temperature probe • Blender • Food processor • Frying pans • Mandolin • Mixers • Blast chillers and blast freezers • Cold holding equipment 	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 2 and encourage Q&A. • Task learners in groups of four for activity Worksheet 2. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task 	<p>Worksheet 2</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> Fryers and griddles Grills Hobs Hot holding equipment Ovens Steamers Soup kettle <p>1.4 Prepare a range of hot soups and hot starters using correct preparation methods</p> <p>Preparation methods</p> <ul style="list-style-type: none"> Blending Clarification mix Clarifying butter Filleting Purging Sous vide water bath Tenderising Thermomix Marinating 	<ul style="list-style-type: none"> Cooking methods – using the range of cookery methods to produce the dishes Finishing – how is the dish finished, served and added to the starter where appropriate. Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> Lesson plan 2 PowerPoint presentation 2 Worksheet 2 	
3 5 hours	<p>Learning outcome 1:</p> <p>Be able to prepare, cook and serve hot soups and advanced hot starters</p>	<p>Activities:</p> <ul style="list-style-type: none"> Introduce the aims of the session. Tutor to deliver PowerPoint 3 and encourage Q&A. 	<p>Worksheet 3</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.5 Cook a range of hot soups and hot starters</p> <p>Cooking</p> <ul style="list-style-type: none"> • Boiling • Poaching • Steaming • Simmering <p>1.6 Apply quality checks during the cooking of hot soups and advanced starters</p> <p>Quality checks</p> <ul style="list-style-type: none"> • Correct Temperature • Timing • Texture • Correct degree of cooking • Seasoning • Evaporation • Liquid levels <p>1.7 Use equipment safely during the cooking of hot soups and advanced starters</p>	<ul style="list-style-type: none"> • Task learners in groups of four for activity Worksheet 3. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate ○ Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 3 • PowerPoint presentation 3 • Worksheet 3 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.8 Finish a range of hot soups and advanced hot starters using appropriate finishing methods</p> <p>Finishing</p> <ul style="list-style-type: none"> • Garnishing • Saucing • Glazing • Gratinating • Flambéing • Passed • Strained • Pureed • Un passed • Clarified • Serving • Plating • Correct temperature 		
<p>4</p> <p>5 hours</p>	<p>Learning outcome 1:</p> <p>Be able to prepare, cook and serve hot soups and advanced hot starters</p> <p>1.5 Cook a range of hot soups and hot starters</p> <ul style="list-style-type: none"> • Baking • Roasting • Grilling 	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 4 and encourage Q&A. • Task learners in groups of four for activity Worksheet 4. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: 	<p>Worksheet 4</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.6 Apply quality checks during the cooking of hot soups and advanced starters</p> <p>Quality checks</p> <ul style="list-style-type: none"> • Correct Temperature • Timing • Texture • Correct degree of cooking • Seasoning • Evaporation • Liquid levels <p>1.7 Use equipment safely during the cooking of hot soups and advanced starters</p> <p>1.8 Finish a range of hot soups and advanced hot starters using appropriate finishing methods</p> <p>Finishing</p> <ul style="list-style-type: none"> • Garnishing • Saucing • Glazing • Gratinating • Flambéing • Passed 	<ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate • Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 4 • PowerPoint presentation 4 • Worksheet 4 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> • Strained • Pureed • Un passed • Clarified • Serving • Plating • Correct temperature 		
<p>5</p> <p>5 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and serve hot soups and advanced hot starters</p> <p>The learner can:</p> <p>1.5 Cook a range of hot soups and hot starters</p> <p>Cooking</p> <ul style="list-style-type: none"> • Shallow frying • Deep frying • Combination <p>1.6 Apply quality checks during the cooking of hot soups and advanced starters</p> <p>Quality checks</p> <ul style="list-style-type: none"> • Correct Temperature • Timing 	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 5 and encourage Q&A. • Task learners in groups of four for activity Worksheet 5. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate. 	<p>Worksheet 5</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> • Texture • Correct degree of cooking • Seasoning • Evaporation • Liquid levels <p>1.7 Use equipment safely during the cooking of hot soups and advanced starters</p> <p>1.8 Finish a range of hot soups and advanced hot starters using appropriate finishing methods</p> <p>Finishing</p> <ul style="list-style-type: none"> • Garnishing • Saucing • Glazing • Gratinating • Flambéing • Passed • Strained • Pureed • Un passed • Clarified • Serving • Plating 	<p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 5 • PowerPoint presentation 5 • Worksheet 5 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> Correct temperature 		
6 5 Hours	<p>Learning outcome 2: Be able to prepare, cook and serve cold soups and advanced cold starters and mezze</p> <p>2.1 Check quality of ingredients</p> <p>Quality</p> <ul style="list-style-type: none"> Visual Aroma Texture Use by and best before dates <p>Ingredients</p> <ul style="list-style-type: none"> Bread Convenience stock Dairy products Fresh stock Grains Meat Noodles Pulses Seaweed Cheese Eggs Fish 	<p>Activities:</p> <ul style="list-style-type: none"> Introduce the aims of the session. Tutor to deliver PowerPoint 6 and encourage Q&A. Task learners in groups of four for activity Worksheet 6. Set a time limit of 30 minutes. Discuss/fill gaps as a class. Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> Ingredients – compile a food order list of ingredients covering everything required Quality – check quality of all ingredients Equipment – Collect all required equipment for the dishes to be produced Preparation methods – which preparation methods are used for this task Cooking methods – using the range of cookery methods to produce the dishes Finishing – how is the dish finished, served and added to the starter where appropriate Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> Lesson plan 6 PowerPoint presentation 6 Worksheet 6 	<p>Worksheet 6</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> • Game • Offal • Pasta • Pastry • Poultry • Rice • Shellfish • Textured vegetable proteins • Vegetables <p>2.2 Determine correct quantity of ingredients</p> <p>Quantity</p> <ul style="list-style-type: none"> • Adapt standardised recipe • Increasing yield amount • Adjusting ingredients • Use weighing scales and measuring equipment 		
<p>7</p> <p>5 hours</p>	<p>Learning outcome 2:</p> <p>Be able to prepare, cook and serve cold soups and advanced cold starters and mezze</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 7 and encourage Q&A. • Task learners in groups of four for activity Worksheet 7. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: 	<p>Worksheet 7</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.3 Monitor the safe use of equipment used when making cold soups, mezze and advanced cold starters</p> <p>Equipment</p> <ul style="list-style-type: none"> • Temperature probe • Blender • Food processor • Frying pans • Mandolin • Mixers • Blast chillers and blast freezers • Cold holding equipment • Fryers and griddles • Grills • Hobs • Hot holding equipment • Ovens • Steamers <p>2.4 Prepare a range of cold soups, mezze and advanced cold starters using correct preparation methods</p> <p>Preparation methods</p> <ul style="list-style-type: none"> • Blending • Clarification mix • Clarifying butter 	<ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate • Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 7 • PowerPoint presentation 7 • Worksheet 7 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> Filleting Purging Sous vide water bath Tenderising Thermomix Marinating 		
8 5 hours	<p>Learning outcome 2: Be able to prepare, cook and serve cold soups and advanced cold starters and mezze</p> <p>2.5 Cook a range of cold soups, mezze and advanced cold starters using different methods of cookery</p> <p>Cooking</p> <ul style="list-style-type: none"> Baking Combination <p>2.6 Apply quality checks during the cooking of cold soups, advanced cold starters and mezze</p> <p>Quality checks</p> <ul style="list-style-type: none"> Correct Temperature Timing 	<p>Activities:</p> <ul style="list-style-type: none"> Introduce the aims of the session. Tutor to deliver PowerPoint 8 and encourage Q&A. Task learners in groups of four for activity Worksheet 8. Set a time limit of 30 minutes. Discuss/fill gaps as a class. Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> Ingredients – compile a food order list of ingredients covering everything required Quality – check quality of all ingredients Equipment – Collect all required equipment for the dishes to be produced Preparation methods – which preparation methods are used for this task Cooking methods – using the range of cookery methods to produce the dishes Finishing – how is the dish finished, served and added to the starter where appropriate Learner review and evaluation of practical session. 	<p>Worksheet 8</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> • Texture • Correct degree of cooking • Seasoning • Colour <p>2.7 Use equipment safely during the making of cold soups, mezze and advanced cold starters</p> <p>2.8 Finish a range of cold soups, mezze and advanced cold starters using appropriate finishing methods</p> <p>Finishing</p> <ul style="list-style-type: none"> • Garnishing • Saucing • Dressing • Gratinating • Flambéing • Passed • Strained • Pureed • Un passed • Clarified • Serving • Plating • Chilling 	<p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 8 • PowerPoint presentation 8 • Worksheet 8 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
9 5 hours	<p>Learning outcome 2: Be able to prepare, cook and serve cold soups and advanced cold starters and mezze</p> <p>2.5 Cook a range of cold soups, mezze and advanced cold starters using different methods of cookery Cooking</p> <ul style="list-style-type: none"> • Poaching • Boiling • Simmering • Steaming <p>2.6 Apply quality checks during the cooking of cold soups, mezze and advanced cold starters Quality checks</p> <ul style="list-style-type: none"> • Correct Temperature • Timing • Texture • Correct degree of cooking • Seasoning • Colour 	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 9 and encourage Q&A. • Task learners in groups of four for activity Worksheet 9. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate • Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 9 • PowerPoint presentation 9 • Worksheet 9 	<p>Worksheet 9</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.7 Use equipment safely during the making of cold soups, mezze and advanced cold starters</p> <p>2.8 Finish a range of cold soups, mezze and advanced cold starters using appropriate finishing methods</p> <p>Finishing</p> <ul style="list-style-type: none"> • Garnishing • Saucing • Dressing • Gratinating • Flambéing • Passed • Strained • Pureed • Un passed • Clarified • Serving • Plating • Chilling 		
<p>10</p> <p>5 Hours</p>	<p>Learning outcome 2:</p> <p>Be able to prepare, cook and serve cold soups and advanced cold starters and mezze</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 10 and encourage Q&A. 	<p>Worksheet 10</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.5 Cook a range of cold soups, mezze and advanced cold starters using different methods of cookery</p> <p>Cooking</p> <ul style="list-style-type: none"> • Grilling • Bain marie <p>2.6 Apply quality checks during the cooking of cold soups, mezze and advanced cold starters</p> <p>Quality checks</p> <ul style="list-style-type: none"> • Correct Temperature • Timing • Texture • Correct degree of cooking • Seasoning • Colour <p>2.7 Use equipment safely during the making of cold soups, mezze and advanced cold starters</p> <p>2.8 Finish a range of cold soups, mezze and advanced cold starters using appropriate finishing methods</p> <p>Finishing</p> <ul style="list-style-type: none"> • Garnishing 	<ul style="list-style-type: none"> • Task learners in groups of four for activity Worksheet 10. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate • Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 10 • PowerPoint presentation 10 • Worksheet 10 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> • Saucing • Dressing • Gratinating • Flambéing • Passed • Strained • Pureed • Un passed • Clarified • Serving • Plating • Chilling 		
11 5 Hours	<p>Learning outcome 3: Be able to prepare dressings, sauces, chutneys and relishes to accompany starters</p> <p>3.1 Check quality of ingredients</p> <p>Quality</p> <ul style="list-style-type: none"> • Visual • Aroma • Use by and best before dates <p>Ingredients</p> <ul style="list-style-type: none"> • Eggs • Vinegar 	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 11 and encourage Q&A. • Task learners in groups of four for activity Worksheet 11. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task 	<p>Worksheet 11</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> • Vegetable oils • Mayonnaise • Balsamic vinegar • Mustards • Fish sauce • Hot sauce • spices • Sugar • Fruits • Herbs • Chillies • Vegetables • Cheese • Buttermilk • Ginger • Soy sauce <p>3.2 Determine correct quantity of ingredients</p> <p>Quantity</p> <ul style="list-style-type: none"> • Adapt standardised recipe • Increasing yield amount • Adjusting ingredients <p>Use weighing scales and measuring equipment</p>	<ul style="list-style-type: none"> ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate • Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 11 • PowerPoint presentation 11 • Worksheet 11 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
12 5 Hours	<p>Learning outcome 3: Be able to prepare dressings, sauces, chutneys and relishes to accompany starters</p> <p>3.3 Monitor the safe use of equipment used when making dressings, sauces, chutneys and relishes</p> <p>Equipment</p> <ul style="list-style-type: none"> • Temperature probe • Blender • Chopping boards • Food processor • Mandolin • Measuring jug • Mixers • Blast chillers and blast freezers • Hobs • Ovens • Steamers <p>3.4 Prepare a range of dressings, sauces, chutneys and relishes using correct preparation methods</p> <p>Preparation methods</p> <ul style="list-style-type: none"> • Weighing /measuring 	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 12 and encourage Q&A. • Task learners in groups of four for activity Worksheet 12. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate • Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 12 • PowerPoint presentation 12 • Worksheet 12 	<p>Worksheet 12 Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> • Cutting • Deseeding • Blending • Pureeing • Grating • Emulsifying • Mixing • Infusing 		
13 5 Hours	<p>Learning outcome 3: Be able to prepare dressings, sauces, chutneys and relishes to accompany starters</p> <p>3.5 Cook a range of dressings, sauces, chutneys and relishes using different methods of cookery Cooking</p> <ul style="list-style-type: none"> • Boiling • Simmering • Steaming <p>3.6 Apply quality checks during the making of dressings, sauces, chutneys and relishes Quality checks</p> <ul style="list-style-type: none"> • Correct Temperature • Timing 	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 13 and encourage Q&A. • Task learners in groups of four for activity Worksheet 13. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes ○ Finishing – how is the dish finished, served and added to the starter where appropriate • Learner review and evaluation of practical session. 	<p>Worksheet 13 Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> • Texture • Correct degree of cooking • Seasoning <p>3.7 Use equipment safely during the making of dressings, sauces, chutneys and relishes</p> <p>3.8 Use a range of dressings, sauces, chutneys and relishes for finishing of starters</p> <p>Finishing</p> <ul style="list-style-type: none"> • Correct consistency • Flavour balance • Garnishing • Dressing • Storage • Chilling 	<p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 13 • PowerPoint presentation 13 • Worksheet 13 	
14 5 Hours	<p>Learning outcome 3:</p> <p>Be able to prepare dressings, sauces, chutneys and relishes to accompany starters</p> <p>3.5 Cook a range of dressings, sauces, chutneys and relishes using different methods of cookery</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 14 and encourage Q&A. • Task learners in groups of four for activity Worksheet 14. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: 	<p>Worksheet 14</p> <p>Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>Cooking</p> <ul style="list-style-type: none"> Combination Bain marie <p>3.6 Apply quality checks during the making of dressings, sauces, chutneys and relishes</p> <p>Quality checks</p> <ul style="list-style-type: none"> Correct Temperature Timing Texture Correct degree of cooking Seasoning <p>3.7 Use equipment safely during the making of dressings, sauces, chutneys and relishes</p> <p>3.8 Use a range of dressings, sauces, chutneys and relishes for finishing of starters</p> <p>Finishing</p> <ul style="list-style-type: none"> Correct consistency Flavour balance Garnishing Dressing 	<ul style="list-style-type: none"> Ingredients – compile a food order list of ingredients covering everything required Quality – check quality of all ingredients Equipment – Collect all required equipment for the dishes to be produced Preparation methods – which preparation methods are used for this task Cooking methods – using the range of cookery methods to produce the dishes Finishing – how is the dish finished, served and added to the starter where appropriate Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> Lesson plan 14 PowerPoint presentation 14 Worksheet 14 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<ul style="list-style-type: none"> Storage Chilling 		
15 5 Hours	<p>Learning outcome 3: Be able to prepare dressings, sauces, chutneys and relishes to accompany starters</p> <p>3.5 Cook a range of dressings, sauces, chutneys and relishes using different methods of cookery Cooking</p> <ul style="list-style-type: none"> Grilling Roasting <p>3.6 Apply quality checks during the making of dressings, sauces, chutneys and relishes Quality checks</p> <ul style="list-style-type: none"> Correct Temperature Timing Texture Correct degree of cooking Seasoning <p>3.7 Use equipment safely during the making of dressings, sauces, chutneys and relishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> Introduce the aims of the session. Tutor to deliver PowerPoint 15 and encourage Q&A. Task learners in groups of four for activity Worksheet 15. Set a time limit of 30 minutes. Discuss/fill gaps as a class. Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> Ingredients – compile a food order list of ingredients covering everything required Quality – check quality of all ingredients Equipment – Collect all required equipment for the dishes to be produced Preparation methods – which preparation methods are used for this task Cooking methods – using the range of cookery methods to produce the dishes Finishing – how is the dish finished, served and added to the starter where appropriate Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none"> Lesson plan 15 PowerPoint presentation 15 Worksheet 15 	<p>Worksheet 15 Practical activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>3.8 Use a range of dressings, sauces, chutneys and relishes for finishing of starters</p> <p>Finishing</p> <ul style="list-style-type: none"> • Correct consistency • Flavour balance • Garnishing • Dressing • Storage • Chilling 		
<p>16</p> <p>5 Hours</p>	Recap and review week	<p>Activities:</p> <ul style="list-style-type: none"> • Introduce the aims of the session. • Tutor to deliver PowerPoint 16 and encourage Q&A. • Task learners in groups of four for activity Worksheet 16. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following: <ul style="list-style-type: none"> ○ Ingredients – compile a food order list of ingredients covering everything required ○ Quality – check quality of all ingredients ○ Equipment – Collect all required equipment for the dishes to be produced ○ Preparation methods – which preparation methods are used for this task ○ Cooking methods – using the range of cookery methods to produce the dishes 	<p>Worksheet 16</p> <p>Practical activity 16</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none">○ Finishing – how is the dish finished, served and added to the starter where appropriate• Learner review and evaluation of practical session. <p>Resources:</p> <ul style="list-style-type: none">• Lesson plan 16• PowerPoint presentation 16• Worksheet 16	