



Level 3 Advanced Technical Diploma in Professional Cookery (450) (6100-30)

September 2024 Version 1.7

Qualification Handbook

Qualification at a glance

Industry area	Hospitality and Catering - Chefs
City & Guilds qualification number	6100-30
Age group	16-19 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
Assessment	<p>To gain this qualification, candidates must successfully achieve the following assessments:</p> <ul style="list-style-type: none"> • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	<p>This qualification is graded Pass/Merit/Distinction/Distinction*</p> <p>For more information on grading, please see Section 7: Grading.</p>
Approvals	This qualification requires full centre and qualification approval.
Support materials	<p>Sample assessments</p> <p>Guidance for delivery</p> <p>Guidance on use of marking grids</p>
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Advanced Technical Diploma in Professional Cookery (450)	450	720	6100-30	601/7497/3

Version and date	Change detail	Section
1.1 January 2016	Updated 'What is this qualification about?' and assessment component titles	1. Introduction
1.2 May 2016	Small typographical errors	Throughout
	TQT added for qualifications	1. Introduction
	Assessment component titles amended	
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments	7. Grading
	Awarding grades and reporting results	
	Enquiries about results	8. Administration
	Re-sits and shelf-life of assessment results	
	Malpractice	
	Access arrangements and special consideration	
1.3 July 2016	Corrected typographical error in unit 308 (Farinaceous dishes)	Units
1.4 August 2016	Updated exam specification	5. Assessment
1.5 June 2017	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification

	Branding Changes	Throughout
1.6 May 2019	Wording changed regarding retakes	<p>5. Assessment – Summary of assessment methods and conditions</p> <p>8. Administration – Re-sits and shelf-life of assessment results</p>

Contents

1	Introduction	9
	What is this qualification about?	9
	Qualification structure	12
	Total qualification time (TQT)	12
	Assessment requirements and employer involvement	13
2	Centre requirements	14
	Approval	14
	Resource requirements	14
	Learner entry requirements	14
3	Delivering technical qualifications	15
	Initial assessment and induction	15
	Employer involvement	15
	Support materials	15
4	Employer involvement	16
	Qualification approval	16
	Monitoring and reporting learner engagement	16
	Types of evidence	18
	Quality assurance process	18
	Sufficiency of involvement for each learner	18
	Live involvement	18
	Timing	18
5	Assessment	20
	Summary of assessment methods and conditions	20
	What is synoptic assessment?	21
	How the assignment is synoptic for this qualification	21
	External exam for stretch, challenge and integration	21
	Assessment objectives	22
6	Moderation and standardisation of assessment	25
	Supervision and authentication of internally assessed work	25
	Internal standardisation	25
	Provision for reworking evidence after submission for marking by the tutor	25
	Internal appeal	26
	Moderation	26
	Post-moderation procedures	27
	Centres retaining evidence	27
7	Grading	28
	Grade descriptors	28
	External quality assurance	31
	Enquiries about results	31
	Re-sits and shelf-life of assessment results	32

	Factors affecting individual learners	32
	Malpractice	32
	Access arrangements and special consideration	32
Unit 301	Legal and social responsibilities in the professional kitchen	34
	What is this unit about?	34
	Learning outcomes	34
	Scope of content	34
	Guidance for delivery	37
	Employer engagement	37
	Suggested learning resources	37
Unit 302	Financial control in the professional kitchen	39
	What is this unit about?	39
	Learning outcomes	39
	Scope of content	39
	Guidance for delivery	43
	Employer engagement	43
	Suggested learning resources	44
Unit 303	Stocks, soups and sauces	45
	What is this unit about?	45
	Learning outcomes	45
	Scope of content	45
	Guidance for delivery	48
	Employer engagement	48
	Suggested learning resources	49
Unit 304	Fruit and vegetables	50
	What is this unit about?	50
	Learning outcomes	50
	Scope of content	50
	Guidance for delivery	54
	Employer engagement	55
	Suggested learning resources	55
Unit 305	Meat and offal	56
	What is this unit about?	56
	Learning outcomes	56
	Scope of content	56
	Guidance for delivery	59
	Employer engagement	59
	Suggested learning resources	60
Unit 306	Poultry	61
	What is this unit about?	61
	Learning outcomes	61
	Scope of content	61
	Topics	62

	Guidance for delivery	64
	Employer engagement	65
	Suggested learning resources	65
Unit 307	Fish and shellfish	66
	What is this unit about?	66
	Learning outcomes	66
	Scope of content	66
	Guidance for delivery	69
	Employer engagement	69
	Suggested learning resources	70
Unit 308	Farinaceous dishes	71
	What is this unit about?	71
	Learning outcomes	71
	Scope of content	71
	Guidance for delivery	73
	Employer engagement	74
	Suggested learning resources	74
Unit 309	Desserts and puddings	75
	What is this unit about?	75
	Learning outcomes	75
	Scope of content	75
	Topics	77
	Guidance for delivery	78
	Employer engagement	79
	Suggested learning resources	79
Unit 310	Paste products	80
	What is this unit about?	80
	Learning outcomes	80
	Scope of content	80
	Guidance for delivery	82
	Employer engagement	83
	Suggested learning resources	83
Unit 311	Biscuits, cakes and sponges	85
	What is this unit about?	85
	Learning outcomes	85
	Scope of content	85
	Guidance for delivery	88
	Employer engagement	88
	Suggested learning resources	88
Unit 312	Fermented products	90
	What is this unit about?	90
	Learning outcomes	90
	Scope of content	90

	Guidance for delivery	93
	Employer engagement	93
	Suggested learning resources	93
Unit 313	Chocolate products	95
	What is this unit about?	95
	Learning outcomes	95
	Scope of content	95
	Guidance for delivery	98
	Employer engagement	98
	Suggested learning resources	99
Appendix 1	Sources of general information	100

1 Introduction

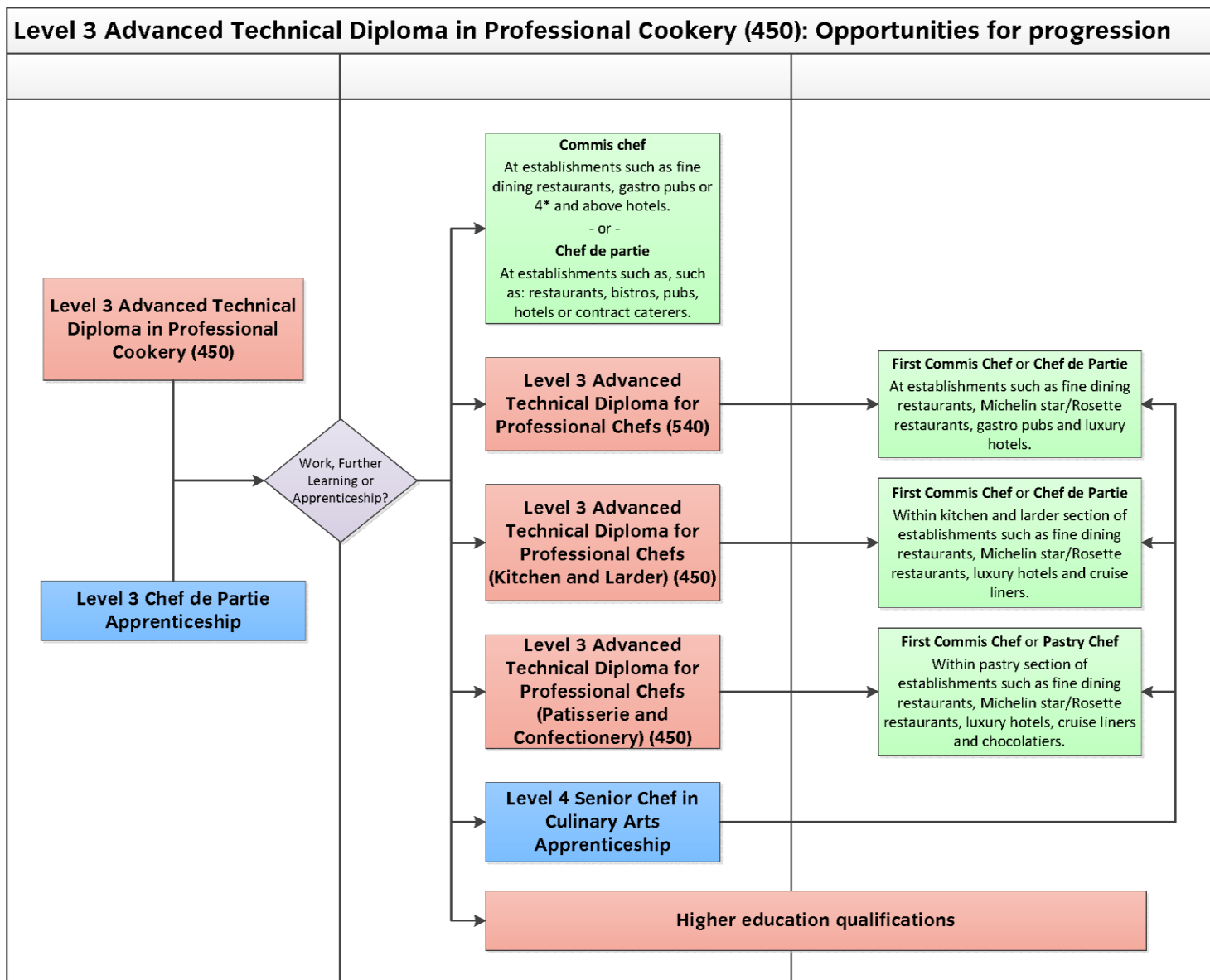
What is this qualification about?

The following purpose is for the **Level 3 Advanced Technical Diploma in Professional Cookery (450) (601/7497/3)**

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This qualification is for you if you are 16 or over and are working towards becoming a chef in a professional kitchen.</p> <p>You are likely to have previous experience and/or a relevant Level 2 qualification in cookery, which this qualification will build upon.</p> <p>This qualification is designed to help you enter employment with higher level of responsibility or at a more prestigious establishment.</p>
What does this qualification cover?	<p>This qualification will help you develop skills and techniques to produce dishes, enabling you to undertake a variety of roles within a kitchen.</p> <p>This qualification is structured to enable you to work with a wide range of commodities in the preparation, cooking and presentation of dishes in a professional kitchen.</p> <p>The topics that you will undertake include:</p> <ul style="list-style-type: none">• Legal and social responsibilities• Financial control in the commercial kitchen• Soups and sauces• Fruit and veg• Meat and offal• Poultry• Fish and shellfish• Rice, pasta and grains• Desserts and puddings• Pastry products• Biscuits, cakes and sponges• Breads• Chocolate

	Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers.
WHAT COULD THIS QUALIFICATION LEAD TO?	
Will the qualification lead to employment, and if so, in which job role and at what level?	<p>If you choose to enter employment at the end of this qualification, you could begin work as a commis chef at higher end establishments.</p> <p>A commis chef is the most common starting position in a professional kitchen. A commis chef carries out a variety of preparation and cooking tasks under the supervision of a more senior chef.</p> <p>You are likely to be able to find work as a commis chef with a variety of employers, such as:</p> <ul style="list-style-type: none"> • Fine dining restaurants • Gastro pubs • 4* and above hotels. <p>Alternatively, you could begin work as a chef de partie.</p> <p>A chef de partie is usually placed in charge of a particular area or section of the kitchen.</p> <p>You are likely to be able to find work as a chef de partie with a variety of employers, such as:</p> <ul style="list-style-type: none"> • Restaurants • Bistros • Pubs • Hotels • Contract caterers.
Why choose this qualification over similar qualifications?	<p>This qualification – which will build on the learning you will have achieved if you took a Level 2 Professional Cookery qualification – will focus on how to prepare, cook and present different types of commodities. This qualification allows you the opportunity to increase your all-round skills. Undertaking this qualification gives you proof of professional cooking skills, and thus an increased opportunity for employment.</p> <p>This qualification will provide you with the skills and techniques required to progress on to one of the specialist City & Guilds Level 3 Advanced Technical Diplomas for Professional Chefs (see ‘Will the qualification lead to further learning?’ section below).</p> <p>This qualification can be taken alongside other qualifications such as A and AS levels.</p>

Will the qualification lead to further learning?	<p>You may have the opportunity to undertake further specialist learning, such as:</p> <ul style="list-style-type: none"> • City & Guilds Level 3 Advanced Technical Diploma for Professional Chefs (540) • City & Guilds Level 3 Advanced Technical Diploma for Professional Chefs (Kitchen & Larder) (450) • City & Guilds Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie & Confectionary) (450) • Level 4 Senior Chef in Culinary Arts Apprenticeship (following a period of employment as a Chef de Partie).
WHO SUPPORTS THIS QUALIFICATION?	
Employer/Higher Education Institutions	<ul style="list-style-type: none"> • Craft Guild of Chefs • Master Chefs of Great Britain



Qualification structure

For the **Level 3 Advanced Technical Diploma in Professional Cookery (450)** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
301	Legal and social responsibilities in the professional kitchen	30
302	Financial control in the professional kitchen	30
303	Stocks, soups and sauces	30
304	Fruit and vegetables	30
305	Meat and offal	60
306	Poultry	60
307	Fish and shellfish	30
308	Farinaceous dishes	30
309	Desserts and puddings	30
310	Paste products	30
311	Biscuits, cakes and sponges	30
312	Fermented products	30
313	Chocolate products	30

Total qualification time (TQT)

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

Title and level	GLH	TQT
Level 3 Advanced Technical Diploma in Professional Cookery	450	720

Assessment requirements and employer involvement

To achieve the **Level 3 Advanced Technical Diploma in Professional Cookery (450)** candidates must successfully complete **both** mandatory assessment components.

Component number	Title
Mandatory	
030 or 530	Level 3 Professional Cookery – Theory exam(1)*
031	Level 3 Professional Cookery - Synoptic assignment (1)*

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement

Component number	Title
Mandatory	
830	Employer involvement

**Number of mandatory assessments per assessment type*

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: www.cityandguilds.com

Resource requirements

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

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessments.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

3 Delivering technical qualifications

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	
Guidance for delivery	Available 2016 on the qualification pages on the City & Guilds
Guidance on use of marking grids	Website: www.cityandguilds.com

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.

[Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds 2017 and 2018 performance tables: technical guidance for awarding organisations***, DfE (2015) paragraphs 89-90.

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds Technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning. Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows^{1,2}:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification³;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*

¹ As extracted from: Vocational qualifications for 16 to 19 year olds
2017 and 2018 performance tables: technical guidance for awarding organisations

² This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

³ DfE work experience guidance

- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc.;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments e.g. hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer Involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important, that centres give consideration to

scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
031	Synoptic assignment	<p>The synoptic assignment is externally set, internally marked and externally moderated. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.</p>
030/530	Externally marked exam	<p>The exam is externally set and externally marked, and will be taken online through City & Guilds' computer-based testing platform (030) or paper based test (530).</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have a maximum of two opportunities to retake. If the candidate fails the exam three times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.) For exam dates, please refer to the Assessment and Examination timetable.</p>

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to produce a four course taster menu to meet customer requirements and cost its inclusion in an event.

This will require the candidate to plan the production of dishes including a risk assessment, recipe specifications, a time plan and evaluation criteria. Candidates will then be required to produce the menu items described within set time constraints and evaluate them against their own criteria. When candidates have reviewed the items produced, they are required to produce a cost of production for an event, taking account of a range of information.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Level 3 Advanced Technical Diploma in Professional Cookery (450) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Hazards, risks in a kitchen, examples of accompaniments, garnishes and finishes to dishes, evaluation criteria, seasonality, timings for elements of food production, terminology.	10%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Applying food safety and health and safety working practices, control measures in a risk assessment, suitability of sauces, accompaniments and finishes in dishes, sequencing of working practices in a professional kitchen, seasonality, preservation, selection of tools and equipment, quality points, how quality points affect cooking methods, how to determine the selling price, evaluation	20%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Use of tools, equipment, materials and ingredients, health and safety, food safety, work method, work practice, time management, monitoring, evaluation, accuracy of calculations, personal presentation, wastage, storage, preparation, production, finishing, portion control	30%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Applying knowledge and understanding to a particular situation, justifying decisions/approaches taken, contingencies, monitoring and evaluation in preparation, production and finishing dishes, costing dishes, coherence of ingredients and methods to produce a balanced menu.	20%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Meeting specific requirements of the task, attention to detail in finishing and presenting dishes, range of hazards and risks identified, presentation of costing, monitoring and evaluation, work practices, personal presentation	20%

Exam specification

AO weightings per exam

AO	Exam weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	28
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	49
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	23

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam *

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

Exam	Duration: 2 hours 20 minutes		
Unit number	Learning outcomes	Number of marks	%
301	Understand the importance of keeping food safe	13	19
	Understand how to maintain a health and safe professional kitchen		
	Understand how to design special and balanced menus		
302	Calculate dish costs and selling prices	13	19
	Monitor the financial performance of a professional kitchen		
	Understand financial management within professional kitchens		
306	Prepare poultry dishes	9	13
	Produce poultry dishes		
309	Understand how to produce desserts and puddings	10	14
	Produce desserts and puddings		

311	Understand how biscuits, cakes and sponges are produced	9	13
	Produce biscuits, cakes and sponges		
N/A	Integration across the units	16	22
Total		70	100

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>.

Entry for exams can be made through the City & Guilds Walled Garden.

6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work⁴ the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Provision for reworking evidence after submission for marking by the tutor

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales i.e. the candidate has shown they can perform sufficiently better previously in formative assessments.

⁴ For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, i.e. the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process

In most cases candidate work will be submitted directly to the moderator for moderation.. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (e.g. archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.

- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan that would credibly achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 3 Advanced Technical Diploma in Professional Cookery** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
031	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment	X/P/M/D	70%
Exam	X/P/M/D	30%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment

	Pass	Merit	Distinction
Assignment: 70%	6	12	18

Exam: 30%	6	12	18
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The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Minimum points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com**.

Re-sits and shelf-life of assessment results

Candidates who have failed an exam or wish to re-take it in an attempt to improve their grade, can do so **twice**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments* and *Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Unit 301

Legal and social responsibilities in the professional kitchen

UAN:	F/507/6174
Level:	3
GLH:	30

What is this unit about?

The aim of this unit is to provide learners with an understanding of food safety and health and safety practices required to meet legal requirements. They will learn the importance of these elements beyond the legal requirements to businesses, their customers and employees.

Learners will also develop an understanding of the social responsibilities of professional chefs to provide menus that meet food preferences and special dietary requirements.

Learning outcomes

In this unit, learners will be able to

1. understand the importance of keeping food safe
2. understand how to maintain a healthy and safe professional kitchen
3. understand how to design special and balanced menus

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the importance of keeping food safe

Topics

1. Legal requirements for food safety
2. How individuals can take personal responsibility for food safety
3. Importance of being clean and hygienic
4. Importance of keeping work areas clean and hygienic

Topic 1.1

Learners will need to know the legislation relating to food safety in the professional kitchen, including:

- Food Safety Act 1990
- Food Hygiene Regulations 2006
- Food Information for Consumers Regulation 1169/2011.

Topic 1.2

Learners will need to understand how individuals can take personal responsibility for food safety in the professional kitchen, including

- following correct procedures in relation to delivery, storage, preparation and cooking of food and the associated cleaning procedures
- identifying relevant physical, biological, chemical and allergenic food safety hazards within a professional kitchen and the controls that can be implemented within their own levels of authority
- following correct safe food handling procedures and working practices
- following correct reporting and recording systems
- ensuring compliance with policies and procedures
- ensuring that food offered for service is safe.

Topic 1.3

Learners will need to understand the personal hygiene practices that should be followed within a professional kitchen to ensure food safety, including:

- wearing appropriate uniform
- following correct personal hygiene practices
- protective clothing for food handlers
- correct procedure and practices for hand washing
- procedure for reporting and the types of illness that needs to be reported
- treatment and reporting of cuts, wounds and injuries that take place within the workplace and the appropriate treatment or coverings.

Learners will need to understand the importance of good personal hygiene and practice while preparing and cooking dishes, including:

- risks that bad practices pose to food safety
- the potential for cross contamination
- inspiring individuals and team
- satisfied customers
- risks to business reputation
- risks to business continuity
- risks to customers.

Topic 1.4

Learners will need to understand requirements for cleaning equipment and work areas within a professional kitchen

- equipment required
- cleaning and disinfection process to follow
- use of chemicals for cleaning
- disposal of waste from the professional kitchen.

Learners will need to understand how work flow and kitchen design can support food safety in a professional kitchen including:

- reducing the risks for potential contamination
- making surfaces easier to clean
- reducing pest infestation
- recognising pest infestation.

Learning outcome:

2. Understand how to maintain a healthy and safe professional kitchen

Topics

- 2.1 Importance of health and safety in the professional kitchen
- 2.2 Controlling hazards in the professional kitchen

Topic 2.1

Learners will need to know legislation relating to health and safety in the workplace, including:

- Health and safety at work etc Act
- Control of Substances Hazardous to Health (COSHH) Regulations
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Management of Health and Safety at Work Regulations
- Manual Handling Operations Regulations
- Personal Protective Equipment Regulations.

Learners will need to understand the importance of health and safety within professional kitchen.

Topic 2.2

Learners will need to be able to identify and determine risks associated with hazards commonly found in the professional kitchen.

Learners will need to understand how control measures are used to minimise risk in the professional kitchen.

Learning outcome:

3. Understand how to design special and balanced menus

Topics

- 3.1 Understand the principle of balanced diets
- 3.2 Understand how to design dishes for special diets and balanced menus

Topic 3.1

Learners need to understand the principles of balanced diets

- the main food groups
- current nutritional guidelines
- sources of nutrients.

Learners will need to understand alternatives needed to adjust and improve dishes to promote a healthy diet.

Topic 3.2

Learners will need to understand the difference between food preferences and special dietary requirements and the factors affecting diets, including:

- balanced
- healthy eating
- food intolerance
- allergies
- health and lifestyle preferences
- medical
- religious
- cultural.

Learners will need to understand how to adapt dishes to meet customer food preferences and special dietary requirements.

Guidance for delivery

It is anticipated that candidates at this level will be familiar with the requirements for food safety and health and safety in a professional kitchen. The theoretical developments of these concepts must be applied practically through the delivery of each unit of this qualification.

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their understanding and skills, the learning outcomes in this unit could be delivered within a practical environment in order that the theory can be clearly applied to the professional kitchen environment, for example by relating an understanding of the commodities being used to produce the dishes for balanced diets or dietary needs.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Opportunities for work experience would provide learners with the opportunity to observe how menus are constructed to meet food preferences and special dietary requirements. Employers could also provide case studies of real life scenarios where food safety and health and safety issues have arisen. They can also provide examples of how they have developed individuals and teams.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Foskett D, Paskins P – The Theory of Hospitality and Catering, 12th edition (Hodder Education, 2011)
ISBN 1444123760

Websites

- <http://www.essentiallycatering.co.uk> Essentially Catering

- <http://www.thecaterer.com> The Caterer
- <http://www.chefmagazine.co.uk> Chef Magazine
- <http://www.hospitalityandcateringnews.com> Hospitality and Catering News
- <http://www.hse.gov.uk> Health and Safety Executive

Journals and magazines

The Caterer

Chef Magazine

Restaurant

DVD's

Farrelly G, Vasanthan K – Practical Cookery Level 3 Teaching and Learning Resources (Hodder Education, 2014) ISBN 1471806728

UAN:	L/507/6176
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the importance of economic viability and the generation of profit in the professional kitchen. To maintain a successful business, a chef needs to work within a sound financial operation and be aware of the various ways in which financial performance can be measured. Issues of purchasing, costing, pricing and profitability are explored in context, enabling learners to clearly identify the importance and relevance of financial control to the chef's role in a professional kitchen.

Learning outcomes

In this unit, learners will be able to

1. calculate dish costs and selling prices
2. monitor the financial performance of a professional kitchen
3. understand financial management within professional kitchens

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Calculate dish costs and selling prices

Topics

- 1.1 Dish costing
- 1.2 Selling prices
- 1.3 Net prices

Topic 1.1

Learners will need to be able to calculate ingredients' costs based on units of purchase and the amount required for recipes.

Learners will need to be able to calculate dish costs based on total ingredients' costs and recipe yield.

Topic 1.2

Learners will need to be able to calculate the selling price of dishes based on gross profit margin targets as percentages.

Learners will need to be able to apply and remove VAT at various rates.

Topic 1.3

Learners will need to understand the factors that contribute to the production of net profit, including:

- direct costs - materials, labour
- indirect/apportioned costs - administration, marketing, rent/mortgages, insurances, energy, shared labour costs (e.g. personnel).

Learners will need to be able to express net profit as a percentage of sales.

Learning outcome:

2. Monitor the financial performance of a professional kitchen

Topics

- 2.1 Calculating wastage
- 2.2 Yield management and portion control
- 2.3 Sales analysis and menu planning
- 2.4 Management of kitchen resources

Topic 2.1

Learners will need to be able to calculate the cost of wastage and loss of ingredients as a result of preparation, cooking and presenting.

Learners will need to be able to re-calculate the cost of ingredients after preparation, cooking and presenting.

Topic 2.2

Learners will need to understand how to manage yield, including:

- purchasing specifications
- preparation and cooking methods
- dish presentation
- service equipment
- portion control
- standardised recipes
- menu planning.

Topic 2.3

Learners will need to understand the purpose of sales analysis and how to analyse sales.

Learners will need to understand how to plan menus, including:

- sales mix
- menu engineering
- considerations when planning menus
 - seasonality
 - costs
 - resources (labour, equipment, finance, availability, time)
 - target market.

Topic 2.4

Learners will need to understand how the management of kitchen resources can affect profitability, including:

- commodities
- equipment
- energy
- staff.

Learning outcome:

3. Understand financial management within professional kitchens

Topics

- 3.1 Purchasing considerations
- 3.2 Purchasing cycle
- 3.3 Income statements
- 3.4 Balance sheets

Topic 3.1

Learners will need to understand the importance of purchasing decisions in controlling costs, including:

- selection of suppliers
- quality of goods
- quantity of goods
- price
- storage requirements
- contract/conditions of supply.

Topic 3.2

Learners will need to know the stages of the purchasing cycle, including:

- requisition
- purchase specification
- quotation
- purchase order
- delivery/receipt of goods
- returns /credit note
- invoice
- payment
- statement.

Learners will need to know the documents used within the purchasing cycle.

Topic 3.3

Learners will need to understand financial data on different departments of a food operating business, including

- sales
- cost of sales
- gross profit
- labour costs
- apportioned costs (e.g. administration, marketing, rent/mortgage, insurances, energy costs, banking charges)
- net profit/loss.

Learners will need to know how to prepare an income statement (profit and loss account) from financial data available, calculating overall business profit/loss.

Topic 3.4

Learners will need to know that the purpose of a balance sheet is to demonstrate the financial health of a business at any given time, including.

- the assets owned by an organisation
- the liabilities owed by an organisation
- the capital within an organisation.

Learners will need to understand how to interpret a balance sheet, including

- fixed assets
- current assets
- current liabilities
- long-term liabilities
- capital.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for learners to develop their knowledge and understanding of costing and finance, the learning outcomes in this unit should be delivered in the context of the professional kitchen environment so that the theory can be clearly applied.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing dishes across the range of kitchen and patisserie units.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Head chefs, responsible for kitchen finances, and specialist suppliers should be encouraged to visit centres to give guest lectures and tips on how to maximise profit and minimise wastage.

Learners should also be encouraged to visit different food outlets and restaurants in order to develop their knowledge of menu styles, trends and pricing structures to expand their knowledge and understanding of the various markets in which professional kitchens operate.

Suggested learning resources

Books

Foskett D, Paskins P, Rippington N, Thorpe S – Practical Cookery for the Level 3 NVQ and VRQ Diploma, 6th edition (Hodder Education, 2014) ISBN 1471806698

Foskett D, Paskins P – The Theory of Hospitality and Catering, 12th edition (Hodder Education, 2011) ISBN 1444123760

Hunter G, Tinton T – Advanced Professional Chef: Diploma Level 3, 2nd edition (Cengage Learning, 2013) ISBN 1408064214

Websites

- | | |
|---|-------------------------------|
| • http://www.essentiallycatering.co.uk | Essentially Catering |
| • http://www.thecaterer.com | The Caterer |
| • http://www.chefmagazine.co.uk | Chef Magazine |
| • http://www.hospitalityandcateringnews.com | Hospitality and Catering News |

Journals and magazines

The Caterer

Chef Magazine

Restaurant

DVD's

Farrelly G, Vasanthan K – Practical Cookery Level 3 Teaching and Learning Resources (Hodder Education, 2014) ISBN 1471806728

Unit 303

Stocks, soups and sauces

UAN:	R/507/6177
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop the necessary skills knowledge and understanding of the principles in preparing and cooking stocks, soups and sauces.

Learners will need to develop an understanding of different types of stocks, soups and sauces, and the quality points that need to be considered when deciding on preparation and cooking methods to be used. They will learn about the commodities used to enhance stocks, soups and sauces and how they are used to enhance other dishes.

Learning outcomes

In this unit, learners will be able to

1. prepare stocks, soups and sauces
2. produce stocks, soups and sauces

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace.

Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/2011 regarding food allergens.

Learning outcome:

1. Prepare stocks, soups and sauces

Topics

- 1.1 Types of stocks, soups and sauces
- 1.2 Quality points
- 1.3 Preparing stocks, soups and sauces
- 1.4 Storage

Topic 1.1

Learners will need to know different types of stocks, soups and sauces:

Stock

- meat (white, brown)
- vegetable
- fish.

Soups

- clear (consommé)
- broth (scotch both, minestrone)
- purée (lentil, potato)
- velouté (chicken)
- cream (tomato, watercress)
- bisques (lobster)
- chowder (clam)
- miscellaneous (Mulligatawny, kidney).

Sauces

- gravies (jus)
- béchamel derivatives
- velouté derivatives
- brown sauces
- purées (fruit, vegetables)
- reductions (wine, stock, cream)
- emulsified (butter, oils)
- miscellaneous (bread, Tomato)
- foams
- cold (mayonnaise, horseradish, mint).

Learners will need to know the difference between mother sauces and their derivatives.

Topic 1.2

Learners will need to know the quality points of commodities and understand how they affect the preparation and cooking of stocks, soups and sauces, including:

- aroma
- freshness
- type
- size
- damage
- colour
- packaging
- temperature
- texture.

Topic 1.3

Learners will need to know how and be able to use preparation techniques for stocks, soups and sauces. Preparation techniques should be appropriate to dish requirements, including:

- vegetable cuts (eg mirepoix, paysanne)
- checking and preparing bones
- browning
- blanching.

Topic 1.4

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls

- date labelling
- coverings
- positioning
- stock rotation.

Learning outcome:

2. Produce stocks, soups and sauces

Topics

- 2.1 Producing stocks, soups and sauces
- 2.2 Commodities to enhance stocks, soups and sauces
- 2.3 Storage
- 2.4 Evaluation

Topic 2.1

Learners will need to know how and be able to use techniques to produce stocks, soups and sauces to meet dish requirements, including:

- déglacer
- skimming
- clarification
- liaison
- emulsification
- sweating
- monter au beurre
- reduction.

Learners will need to know the degree of cooking time and temperature needed to produce stocks, soups and sauces to meet dish requirements.

Stocks

Fish, meat.

Soups

Consommé, cream, broth, purée, velouté, bisque.

Sauces

Béchamel, brown, purée, gravy, velouté, mayonnaise, tomato.

Topic 2.2

Learners will need to know and be able to use commodities to enhance or finish soups and sauces.

Learners need to know combinations of sauces and dishes, for example, bread-crumbed fish-Tartare sauce, Roast beef-horseradish, roast lamb-mint sauce, battered fish-tomato sauce.

Topic 2.3

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling

- coverings
- positioning
- stock rotation.

Topic 2.4

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects. The practical skills for this unit are at an advanced level and this should be reflected in the dishes produced where candidates should demonstrate a range of practical preparation and cookery skills. The types of dishes should also be relevant to the contemporary styles and trends within industry.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a specific practical environment order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example the development of sauces and dressings to enhance poultry dishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industry chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Foskett D, Paskins P, Rippington N, Thorpe S – Practical Cookery for the Level 3 NVQ and VRQ Diploma, 6th edition (Hodder Education, 2014) ISBN 1471806698

Foskett D, Paskins P – The Theory of Hospitality and Catering, 12th edition (Hodder Education, 2011) ISBN 1444123760

Hunter G, Tinton T – Advanced Professional Chef: Diploma Level 3, 2nd edition (Cengage Learning, 2013) ISBN 1408064214

Websites

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| • http://www.essentiallycatering.co.uk | Essentially Catering |
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| • http://www.chefmagazine.co.uk | Chef Magazine |
| • http://www.hospitalityandcateringnews.com | Hospitality and Catering News |

Journals and magazines

The Caterer

Chef Magazine

Restaurant

DVD's

Farrelly G, Vasanthan K – Practical Cookery Level 3 Teaching and Learning Resources (Hodder Education, 2014) ISBN 1471806728

UAN:	Y/507/6178
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is to provide learners with a sound, rounded experience in preparing and cooking fruit and vegetable dishes. They will learn about different types of fruit and vegetables and how to recognise their quality points.

The unit provides learners with the opportunity to develop skills to prepare and cook fruit and vegetables. They will understand how fruit and vegetables can be the focus of a dish or used to enhance a dish and apply their skills for different situations.

Learning outcomes

In this unit, learners will be able to

1. prepare fruits and vegetables
2. produce fruit and vegetable dishes

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regards to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/2011 regarding food allergens.

Learning outcome:

1. Prepare fruits and vegetables

Topics

- 1.1 Classifications of fruits and vegetables
- 1.2 Quality points
- 1.3 Preparing fruit and vegetables
- 1.4 Coatings and stuffings
- 1.5 Storage

Topic 1.1

Learners will need to identify common classifications and types of fruits and vegetables the typical portion sizes or average weights, including:

- vegetables (roots, tubers, bulbs, leaves and brassicas, pods and seeds, nuts, fruits, stems and shoots, fungi, flower, squash, vegetable protein, mycoprotein, sea vegetable)

- fruits (soft, hard, stoned, citrus, tropical and other).

Topic 1.2

Learners will need to know the quality points of different fruits and vegetables, including:

- aroma
- freshness
- type
- size
- damage
- colour
- packaging
- temperature
- texture.

Learners will need to know the seasons for fruits and vegetables. They will also need to know which are classed as allergens.

Topic 1.3

Learners will need to understand and be able to apply the correct preparation methods, using the correct tools and equipment to meet the dish specifications:

Preparation methods

- washing
- sorting
- peeling skin (raw and cooked)
- trimming
- cutting (slice, dice, chop, grate, shred)
- crushing
- scoring
- deseeding
- coreing
- segmenting
- coating
- stuffing
- blanching
- soaking
- concassè
- marinating
- tying
- portioning.

Tools and equipment

- knives
- graters
- mandolin.

Topic 1.3

Learners will need to know which preservation methods could be used to increase shelf life of fruits and vegetables and understand the benefits and drawbacks for using preservation methods, including:

- chilling
- vacuum packing
- blanching
- freezing
- drying
- pickling
- canning
- bottling.

Topic 1.4

Learners will need to understand how coatings and stuffings are used to enhance the end product to meet the dish requirements.

- stuffings - duxelles, rice, nuts, fruit, herbs, spices, oils.
- coatings - milk and flour/flour, egg and breadcrumbs, batters.

Topic 1.5

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling
- coverings
- positioning
- stock rotation.

Learning outcome:

2. Produce fruit and vegetable dishes

Topics

- 2.1 Cooking methods
- 2.2 Presenting finished dishes
- 2.3 Evaluation

Topic 2.1

Learners will need to understand and be able to use techniques to produce fruit and vegetable dishes to meet the recipe specifications.

Wet cooking:

- boiling
- poaching
- steaming
- braising
- stewing.

Dry Cooking:

- roasting

- grilling
- shallow and deep frying
- baking.

Topic 2.2

Learners will need to be able to use techniques to produce liquids, sauces and accompaniments to finish fruit and vegetable dishes, including:

- fruit (syrup, wine, water)
- vegetables (béchamel derivatives, oils, vinegars, lemon juice, tomato, mayonnaise, butter, jus lié)
- finishings (seasoning, garnishing, gratinating, glazing, meeting recipe requirements).

Topic 2.3

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects. The practical skills for this unit are at an advanced level and this should be reflected in the dishes produced where candidates should demonstrate a range of practical preparation and cookery skills. The types of dishes should also be relevant to the contemporary styles and trends within industry.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a specific practical environment with specialist pieces of equipment such as mincers, vacuum packers, water baths etc in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example the development of vegetable garnishes and accompaniments to enhance meat and poultry dishes that require vegetables and fruits.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industry chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Foskett D, Paskins P, Rippington N, Thorpe S – Practical Cookery for the Level 3 NVQ and VRQ Diploma, 6th edition (Hodder Education, 2014) ISBN 1471806698

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Journals and magazines

The Caterer
Chef Magazine
Restaurant

DVD's

Farrelly G, Vasanthan K – Practical Cookery Level 3 Teaching and Learning Resources (Hodder Education, 2014) ISBN 1471806728

Unit 305

Meat and offal

UAN:	D/507/6179
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to develop the necessary skills knowledge and understanding of the principles in preparing and cooking meat and offal to dish specifications.

Learners will need to develop an understanding of different cuts and joints of meat and offal, and the quality points that need to be considered when deciding on preparation and cooking methods to be used. They will learn how to use sauces, dressings and accompaniments to enhance meat and offal dishes to meet requirements.

Learning outcomes

In this unit, learners will be able to

1. prepare meat and offal
2. produce meat and offal dishes

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

This unit is to cover preparation and cookery of beef, lamb and pork.

Learning outcome:

1. Prepare meat and offal

Topics

- 1.1 Quality points for different types of meat
- 1.2 How meat composition influences processes and preparation methods
- 1.3 Using skills and techniques to prepare meat
- 1.4 Storage

Topic 1.1

Learners will need to know the cuts and joints of meat from beef, lamb and pork including

- beef – shin, brisket, sirloin, fillet, rump, chuck, neck, fore rib, topside, thick flank, leg

- lamb – scrag, shoulder, best end, saddle, leg, breast
- pork – head, shoulder, loin, leg, belly, trotter.

Learners will need to know the following quality points for different cuts and joints of meat and understand how they affect cooking methods:

- aroma
- freshness
- type
- size
- damage
- colour
- packaging
- temperature
- texture
- fat content
- muscle development
- period of ageing.

Learners will need to understand how different factors affect the quality points, including:

- rearing (intensive farmed, free range)
- origin
- breed
- age
- feed (eg organic)
- slaughtering method
- period of ageing
- cut (with/against grain).

Topic 1.2

Learners will need to know how texture, structure, fat content and muscle development influences the choice of processes and preparation methods needed to meet dish requirements.

Topic 1.3

Learners will need to be able to interpret a dish specification in order to determine the methodology, precise quantities, timings, presentation and balance of ingredients required.

Learners will need to be able to use preparation techniques on cuts and joints of meat, including offal. Preparation techniques should be appropriate to dish requirements including

- butchery (eg jointing into portions, boning, seaming, tying, barding, skinning)
- preservation (eg marinating, tenderising, sous vide).

Topic 1.4

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling
- coverings
- positioning
- stock rotation.

Learning outcome:

2. Produce meat and offal dishes

Topics

- 2.1 Cooking requirements for meat and offal
- 2.2 Effect of cooking methods on meat and offal
- 2.3 Sauces and dressings
- 2.4 Producing dishes to specification using advanced skills
- 2.5 Evaluation

Topic 2.1

Learners will need to understand how texture, structure, fat content and muscle structure of meat and offal affect the cooking requirements, including

- degree of cooking (time, temperature)
- wet/dry methods of cooking.

Topic 2.2

Learners will need to understand the effect of cooking methods on fats, muscle tissues, connective tissues and nutritional value.

Topic 2.3

Learners will need to understand how to produce different types of sauces and dressings including

- starch based
- reduction based
- butter thickened
- herb oils and salsas.

They will need to understand how sauces and dressings are used to enhance meat and offal dishes.

Topic 2.4

Learners will need to be able to use cooking techniques on different cuts and joints of meat and offal, including:

- leg, shoulder, breast, cutlets
- rump, brisket, topside, sirloin
- chops, loin, shoulder, leg
- liver, kidney.

Cooking would involve producing dishes that include sauces and/or dressings and using techniques, including

- stewing, braising
- roasting, pot roasting
- pan frying, stir frying, deep frying, grilling.

Topic 2.5

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects. The practical skills for this unit are at an advanced level and this should be reflected in the dishes produced where candidates should demonstrate a range of practical preparation and cookery skills. The types of dishes should also be relevant to the contemporary styles and trends within industry.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a specific practical environment with specialist pieces of equipment such as mincers, vacuum packers, water baths etc in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example the development of vegetable garnishes and accompaniments to enhance meat and offal dishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industry chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Foskett D, Paskins P, Rippington N, Thorpe S – Practical Cookery for the Level 3 NVQ and VRQ Diploma, 6th edition (Hodder Education, 2014) ISBN 1471806698

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Journals and magazines

The Caterer

Chef Magazine

Restaurant

DVD's

Farrelly G, Vasanathan K – Practical Cookery Level 3 Teaching and Learning Resources (Hodder Education, 2014) ISBN 1471806728

UAN:	R/507/6180
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to develop the skills knowledge and understanding of the principles in preparing and cooking poultry to dish requirements.

Learners will need to develop an understanding of different types of poultry and the quality points that need to be considered when deciding on preparation and cooking methods to be used. They will learn how to use coatings, flavourings and stuffings to enhance poultry dishes to meet requirements.

Learning outcomes

In this unit, learners will be able to

1. prepare poultry dishes
2. produce poultry dishes.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

This unit is to cover the preparation and cooking of poultry including:

- duck
- chicken
- poussin
- turkey
- goose
- guinea fowl.

Learning outcome:

1. Prepare poultry dishes

Topics

- 1.1 Quality points for different types of poultry
- 1.2 Joints and cuts of poultry
- 1.3 How meat composition influences processes and preparation methods
- 1.4 Using skills and techniques to prepare poultry
- 1.5 Interpret dish specifications
- 1.6 Storage

Topic 1.1

Learners will need to know different types of poultry from those listed in the 'scope of content' section.

Learners will need to know the following quality points and understand how they affect cooking methods:

- damage
- pliability of breast bone
- plumpness of breast
- freshness
- aroma
- colour
- packaging
- temperature
- texture
- water content.

Learners will need to understand how different factors affect the quality points, including:

- rearing (wild, domesticated, free range)
- origin
- breed
- age
- feed (eg corn fed, organic)
- slaughtering method.

Topic 1.2

Learners will need to know cuts and joints of poultry, including:

- whole, breasts
- crown
- legs
- sauté
- suprême
- thighs
- drumstick
- escalope
- strips/diced
- flat/spatchcock.

Topic 1.3

Learners will need to understand how texture, structure, fat content and colour influences the choice of processes and preparation methods needed to meet dish requirements. These may include the requirement for

- addition of fats (including barding)
- mincing and tenderising (battering, marinating).

Topic 1.4

Learners will need to know how and be able to use preparation techniques on the types of poultry listed in the 'scope of content'.

Preparation techniques should be appropriate to dish requirements including

- butchery (eg jointing into portions, boning including tunnel boning and seaming, tying, trussing whole poultry)
- mincing/blending and preparation of mousseline (eg for quenelles, stuffed suprêmes, ballotine), reforming/shaping

Topic 1.5

Learners will need to be able to interpret a dish specification in order to determine the methodology, precise quantities, timings, presentation and balance of ingredients required.

Topic 1.6

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling
- coverings
- positioning
- stock rotation.

Learning outcome:

2. Produce poultry dishes

Topics

- 2.1 Cooking requirements for poultry
- 2.2 Effect of cooking methods on poultry
- 2.3 Flavourings, coatings and stuffings
- 2.4 Producing dishes to specification
- 2.5 Evaluation

Topic 2.1

Learners will need to understand how texture, fat content, muscle structure and colour of poultry affect the cooking requirements, including:

- degree of cooking (time, temperature)
- wet/dry methods of cooking.

Topic 2.2

Learners will need to understand the effect of cooking methods on fats, muscle tissues, connective tissues and nutritional value.

Topic 2.3

Learners will need to know how to and be able to use the following to enhance or finish a poultry dish to meet dish specifications:

- Flavourings: herbs, seasonings, spices, vegetables, fruits, nuts, mixed spice pastes/purées, marinades (wines, vinegars, oils, herbs, spices/yoghurt, lemon juice, spices/soy sauce based).
- Coatings
- Milk and flour, flour, egg and breadcrumbs, batters.
- Stuffing
- Meat based, vegetables, nuts, fruits.

Topic 2.4

Learners will need to understand and be able to use cooking methods for poultry to meet dish requirements including:

Dry

Roast (whole poultry), grill (spatchcock chicken, kebabs), shallow fry (escalopes, suprêmes (pané), chicken sauté), deep fry (southern fried, croquettes)

Wet

Poach (chicken suprêmes), stew (fricassées, curries), braise (duck legs)

Learners will need to be able to use tools and equipment with precision and speed.

Topic 2.5

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment

prospects. The practical skills for this unit are at an advanced level and this should be reflected in the dishes produced where candidates should demonstrate a range of practical preparation and cookery skills. The types of dishes should also be relevant to the contemporary styles and trends within industry.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a specific practical environment with specialist pieces of equipment such as mincers, industrial food processors, trussing needles, meat bats etc in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example the development of sauces and dressings to enhance poultry dishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industry chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

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| • http://www.hospitalityandcateringnews.com | Hospitality and Catering News |

Journals and magazines

The Caterer
Restaurant

DVD's

Farrelly G, Vasanthan K – Practical Cookery Level 3 Teaching and Learning Resources (Hodder Education, 2014) ISBN 1471806728

UAN:	Y/507/6181
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop the necessary skills knowledge and understanding of the principles in preparing and cooking fish and shellfish to dish specifications.

Learners will need to develop an understanding of different types of fish and shellfish, and the quality points that need to be considered when deciding on preparation and cooking methods to be used. They will learn how to use sauces and dressings to enhance fish and shellfish dishes to meet requirements.

Learning outcomes

In this unit, learners will be able to

1. prepare fish and shellfish dishes and products
2. produce fish and shellfish dishes and products

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace.

Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/2011 regarding food allergens.

This unit is to cover fish and shellfish including:

Fish - oily fish (sardines, mackerel), flat fish (lemon sole, plaice), round fish (pollock, cod, Haddock), fresh water fish (trout, salmon)

Shellfish - crustacean (prawns, crabs), molluscs (mussels), cephalopods (squid)

Learning outcome 1:

1. Prepare fish and shellfish dishes and products

Topics

- 1.1 Quality points
- 1.2 Folds, cuts and products
- 1.3 Preservation methods
- 1.4 Techniques to prepare fish and shellfish
- 1.5 Storage

Topic 1.1

Learners will need to know different types of fish and shellfish from those listed in the 'scope of content' section above.

Learners will need to know the following quality points and understand how they affect preparation and cooking methods:

- damage
- freshness
- aroma
- colour
- eyes
- gills
- slime
- skin
- scales
- texture.

Topic 1.2

Learners will need to know the different types of folds and products that can be produced from whole fish and which species would be suitable to meet dish requirements, including

- fillets
- paupiettes
- mousseline
- delice
- whole fish
- darne
- goujons.

Topic 1.3

Learners will need to know how to use preservation methods on different fish and shellfish, including pickling, chilling, freezing (conventional and blast).

Learners will need to understand the effects of preservation methods on

- texture
- taste
- suitability for use
- shelf life
- colour.

Topic 1.4

Learners will need to be able to use preparation techniques on fish and shellfish from each category of listed in the 'scope of content'.

Preparation techniques should be appropriate to dish requirements, including:

- filleting (e.g. trimming, scaling, gutting, portioning (fillets, paupiettes, delice, darne, goujons))
- cleaning and preparation of shellfish (debearding, shelling, dark intestinal vein of crab removal, removal of beak and transparent bone of squid, purging, barnacle removal)
- preservation (pickling, marinating).

Topic 1.5

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling
- coverings
- positioning
- stock rotation.

Learning outcome 2:

2. Produce fish and shellfish dishes and products

Topics

- 2.1 Sauces and dressings
- 2.2 Cooking techniques
- 2.3 Evaluation

Topic 2.1

Learners will need to understand how to produce different types of sauces and dressings including

- mayonnaise
- hollandaise
- velouté
- dressings e.g. vinaigrette

Learners will need to understand how sauces and dressings are used to enhance fish and shellfish dishes.

Topic 2.2

Learners will be able to use cooking techniques on different types of fish and shellfish from the list in the 'scope of content'.

Learners will need to be able to cook dishes to the required specification, using preparation techniques identified in Topic 1.4.

Cooking would involve producing dishes using techniques, including

- poaching
- steaming
- pan frying, grilling
- deep frying
- en papillote
- preserved and associated products e.g. pickled, terrines, mousselines, canapés.

Topic 2.3

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects. The practical skills for this unit are at an advanced level and this should be reflected in the dishes produced where candidates should demonstrate a range of practical preparation and cookery skills. The types of dishes should also be relevant to the contemporary styles and trends within industry.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a specific practical environment with specialist pieces of equipment such as fish scissors, fish kettle and fish tweezers etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example the development of stocks, sauces and soups.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industry chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Foskett D, Paskins P, Rippington N, Thorpe S – Practical Cookery for the Level 3 NVQ and VRQ Diploma, 6th edition (Hodder Education, 2014) ISBN 1471806698

Foskett D, Paskins P – The Theory of Hospitality and Catering, 12th edition (Hodder Education, 2011) ISBN 1444123760

Hunter G, Tinton T – Advanced Professional Chef: Diploma Level 3, 2nd edition (Cengage Learning, 2013) ISBN 1408064214

Websites

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| • http://www.essentiallycatering.co.uk | Essentially Catering |
| • http://www.thecaterer.com | The Caterer |
| • http://www.chefmagazine.co.uk | Chef Magazine |
| • http://www.hospitalityandcateringnews.com | Hospitality and Catering News |

Journals and magazines

The Caterer

Chef Magazine

Restaurant

DVD's

Farrelly G, Vasanthan K – Practical Cookery Level 3 Teaching and Learning Resources (Hodder Education, 2014) ISBN 1471806728

Unit 308

Farinaceous dishes

UAN:	D/507/6182
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop the necessary skills knowledge and understanding of the principles in preparing and farinaceous dishes to dish specifications. Farinaceous dishes are those that contain rice, pasta, grains and gnocchi. The unit also develop skills, knowledge and understanding of the use of eggs and egg dishes. An emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking farinaceous dishes.

The unit focuses on the production of dishes, using suitable tools and equipment enabling learners to demonstrate the process of preparing, cooking and producing finished dishes using a range of commodities and ingredients to meet customer expectations

Learning outcomes

In this unit, learners will be able to

1. prepare and produce farinaceous dishes

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace.

Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/2011 regarding food allergens.

Learning outcome:

1. Prepare and produce farinaceous dishes

Topics

- 1.1 Types of farinaceous ingredients
- 1.2 Quality points
- 1.3 Storage
- 1.4 Cooking ingredients
- 1.5 Sauces, dressings and fillings
- 1.6 Evaluation

Topic 1.1

Learners will need to know different types of farinaceous ingredients

Rice

- long grain
- short grain
- risotto
- brown
- wild.

Pasta

- fresh pasta (noodle paste)
- dried pasta (spaghetti, tagliatelli, macaroni, lasagne)
- filled (ravioli, tortellini, cannelloni).

Grain

- corn/maize (polenta, corn meal)
- wheat (semolina, couscous, buckwheat, cracked wheat, bulgur wheat, oats, rye, barley)
- quinoa.

Gnocchi

- choux paste, semolina, potato

Learners will need to know the types of dishes they are used to produce.

Topic 1.2

Learners will need to know the quality points of ingredients and understand how they affect the preparation and cooking of farinaceous dishes.

Quality points

- aroma
- freshness
- type
- size
- damage
- colour
- packaging
- temperature
- texture.

Ingredients must include rice, pasta, grains and gnocchi, as well as eggs (hen, duck, quail).

Topic 1.3

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling
- coverings
- positioning
- stock rotation.

Topic 1.4

Learners will need to be able to use cooking techniques on different rice, pasta, grains, gnocchi and eggs, including:

- boiling (basmati rice, spaghetti, buckwheat, barley, gnocchi)
- poaching (ravioli, egg)
- braising (rice, quinoa, gnocchi)
- stewing (risotto rice)
- baking (cannelloni, lasagne)
- frying (egg, rice, omelette).

Topic 1.5

Learners will need to understand how to and be able to produce different types of sauces, dressings and fillings including

- starch based sauces
- reduction based sauces
- butter thickened sauces
- herbs, oils and salsas dressings
- meat, fish and vegetable fillings.

Learners will need to understand how sauces, dressings and fillings are used to create and finish farinaceous dishes.

Topic 1.6

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects. The practical skills for this unit are at an advanced level and this should be reflected in the dishes produced where candidates should demonstrate a range of practical preparation and cookery skills. The types of dishes should also be relevant to the contemporary styles and trends within industry.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a specific practical environment in order that the theory can be clearly applied to production.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example the development of meat and/or vegetable fillings, sauces and dressings to enhance farinaceous dishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industry chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry

Suggested learning resources

Books

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| • http://www.hospitalityandcateringnews.com | Hospitality and Catering News |

Journals and magazines

The Caterer
Chef Magazine
Restaurant

DVD's

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Unit 309

Desserts and puddings

UAN:	H/507/6183
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to produce desserts and puddings. They will learn the difference between desserts and puddings and when it is appropriate for them to be served. Learners will develop knowledge of the specialist equipment and commodities used in different desserts and puddings and the most appropriate storage methods.

Learners will apply techniques to develop skills to produce a range of hot and cold desserts and puddings.

Learning outcomes

In this unit, learners will be able to

1. understand how to produce desserts and puddings
2. produce desserts and puddings.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

Learning outcome:

1. Understand how to produce desserts and puddings

Topics

- 1.1 Examples of desserts and puddings
- 1.2 Techniques for the production of desserts and puddings
- 1.3 Commodities in desserts and puddings
- 1.4 Storage

Topic 1.1

Learners will need to know examples of desserts and pudding. They will need to know the differences between desserts and puddings and their suitability for different types of service.

Topic 1.2

Learners will need to understand the preparation and processing techniques used to produce desserts and puddings:

- emulsifying
- churning
- applying heat eg to egg
- crystallising
- rolling
- piping
- demoulding
- beating
- chilling/setting
- caramelising
- moulding
- shaping.

Learners will need to understand how techniques are used to produce desserts and puddings, including:

- aerating
- whisking
- sugar boiling
- blending
- passing/straining
- lining
- creaming
- folding.

Learners will need to know the types of desserts and puddings these techniques are used to produce.

Topic 1.3

Learners will need to know differences between different types of commodities and understand the implications of those differences for the production of desserts and puddings:

- flour e.g. strong, soft
- sugar e.g. caster, icing
- fats e.g. butter, shortening
- creams e.g. single, double
- rice e.g. carolina, patna
- fruits e.g. soft, hard
- flavourings, colourings and essences.

Topic 1.4

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling

- coverings
- positioning
- stock rotation.

Learning outcome:

2. Produce desserts and puddings

Topics

- 2.1 Specialist equipment
- 2.2 Producing desserts and puddings
- 2.3 Presenting desserts and puddings
- 2.4 Evaluation

Topic 2.1

Learners will need to know the different specialist pieces of equipment used in a patisserie and understand how to safely operate them in a professional competent manner to produce hot, cold and frozen desserts, including:

- microwave
- micro scales
- induction hob
- deck ovens
- combi ovens
- pastry break
- ice cream machine
- mixing machines
- food processor
- moulds
- silpat mats
- stem blender.

Topic 2.2

Learners will need to be able to apply techniques to produce desserts and puddings including:

- soufflés e.g. hot soufflé
- iced confection e.g. water ice/sorbet
- mousse: e.g. piped chocolate
- meringue: e.g. chantilly
- set egg custards e.g. crème caramel
- pastry based e.g. lemon meringue
- bavarois based e.g. fruit/cream
- milk based e.g. rice pudding
- batter based e.g. beignet
- fruit based e.g. compote
- sponge puddings e.g. steamed lemon sponge
- hot pastry puddings e.g. jam roly poly
- trifles e.g. tiramisu.

Topic 2.3

Learners will need to understand the appropriate sauces and fillings to use with different types of desserts and puddings. They should also be able to produce fillings and sauces in the presentation of desserts and puddings:

- coulis
- crème anglaise
- powder based custard
- Chantilly cream
- syrup sauces.

Learners will need to be able to produce decorative items to use in presentation of desserts, including:

- fruit
- nuts
- cream
- chocolate
- biscuit.

Topic 2.4

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against recipe specification and production standards and recognise any faults including:

- measurement/correct shape and dimension
- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie specific practical environment with specialist pieces of equipment such as silpat mats, deck ovens, mixing machines etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing pastry based puddings or finishing plated desserts with chocolate garnishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Barker C, Burke M, Rippington N – Professional Patisserie (Hodder Education, 2013) ISBN 1444196448

Roux A, Roux M – The Roux Brothers on Patisserie (Little, Brown, 1993) ISBN 0316905593

Hanneman L J – Patisserie (Second Edition) (Routledge, 2005) ISBN 0750669284

Notter E – The Art of the Confectioner: Sugar Work and Pastillage (John Wiley & Sons, 2012) ISBN 0470398922

Fassbind L, Fassbind O – Sugar Artistik: Complete Manual of Sugar Art-Advanced, Vol 2 (Chips Books, 1997) ISBN 3952053023

Wybauw J-P – Chocolate Decorations (Landoo 2014) ISBN 9020968297

Journals and magazines

Ganache – The Magazine for Chocolatiers and Pastry Chefs

The Caterer

So good – The Magazine of Haute Patisserie

Websites

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| • http://www.dessertprofessional.com | Dessert professional |
| • http://www.savourschool.com.au/online-classes.ASPX | Savour Chocolate & Patisserie School |
| • http://MSK-ingredients.com | MSK Ingredients |
| • http://callebaut.com | Callebaut |
| • http://www.worldchocolatemasters.com | World Chocolate Masters |
| • http://www.foodservicefootprint.com | Footprint |

DVDs

Kings of Pastry

Working with Chocolate

Unit 310

Paste products

UAN:	K/507/6184
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the processes behind the production of pastes and paste products. It is important for learners to understand the commodities used in the production of pastes and how they affect textures, flavours and qualities that are sought across the variety of pastes.

Learners will produce the techniques and skills needed to produce and finish different types of paste products.

Learning outcomes

In this unit, learners will be able to

1. understand how to produce paste products
2. produce paste products.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace.

Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/2011 regarding food allergens.

Learning outcome:

1. Understand how to produce paste products

Topics

- 1.1 Examples of paste
- 1.2 Techniques for the production of paste products
- 1.3 Commodities for paste products
- 1.4 Storage

Topic 1.1

Learners will need to understand different types of pastes and their uses:

- short
- sweet
- choux
- puff

- suet
- hot water
- filo

Topic 1.2

Learners will need to understand the preparation and processing techniques used in the production of pastes, , including:

- rubbing-in
- creaming
- folding
- rolling
- resting
- beating
- boiling/melting.

Learners will need to know the types of pastes these techniques are used to produce.

Topic 1.3

Learners will need to know differences between types of commodities and understand the implications of those differences for the production of paste products, including:

- flour e.g. strong, soft
- sugar e.g. caster, icing
- fats e.g. butter, shortening.

Topic 1.4

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling
- coverings
- positioning
- stock rotation.

Learning outcome:

2. Produce paste products

Topics

- 2.1 Specialist equipment
- 2.2 Producing paste products
- 2.3 Finishing paste products
- 2.4 Evaluation

Topic 2.1

Learners will need to understand how to use and operate equipment, including:

- flan rings
- baking sheets

- rolling pins
- piping bag
- barquette moulds
- mixing machine
- flour dredger
- double boiler.

Topic 2.2

Learners will need to be able to apply techniques to produce paste products, including:

- short e.g. quiche lorraine, meat pie
- sweet e.g. fruit flans, barquettes, fruit tarts
- choux e.g. profiteroles, éclairs
- puff (fresh and convenience) e.g. jalousies, eccles cakes, sausage rolls
- suet e.g. spotted dick, steak and kidney pudding.

Topic 2.3

Learners will need to be able to finish paste products, including:

- icing
- dusting
- egg wash
- brushing
- glazing
- piping
- filling.

Topic 2.4

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie specific practical environment with specialist pieces of equipment such as mixing machines, barquette moulds and double boilers etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing pastry based desserts.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners. Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Barker C, Burke M, Rippington N – Professional Patisserie (Hodder Education, 2013) ISBN 1444196448

Roux A, Roux M – The Roux Brothers on Patisserie (Little, Brown, 1993) ISBN 0316905593

Hanneman L J – Patisserie (Second Edition) (Routledge, 2005) ISBN 0750669284

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Journals and magazines

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Websites

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| • http://www.foodservicefootprint.com | Footprint |

DVDs

Kings of Pastry

Working with Chocolate

Unit 311

Biscuits, cakes and sponges

UAN:	M/507/6185
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for the learner to develop knowledge, skills and understanding of preparing, producing and finishing a range of biscuits, cakes and sponges.

In completing this unit learners will know different types of biscuit, cakes and sponges and some of the techniques used to produce them. They will understand the effects of different types of commodities on biscuits, cakes and sponges. They will learn how to produce fillings and develop finishing techniques required to produce quality biscuits, cakes and sponges.

Learning outcomes

In this unit, learners will be able to

1. understand how biscuits, cakes and sponges are produced
2. produce biscuits, cakes and sponges

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/2011 regarding food allergens.

Learning outcome:

1. Understand how biscuits, cakes and sponges are produced

Topics

- 1.1 Examples of biscuits, cakes and sponges
- 1.2 Techniques used to produce biscuits, cakes and sponges
- 1.3 Using commodities in biscuits, cakes and sponges
- 1.4 Storage

Topic 1.1

Learners will need to know examples of biscuits, cakes and sponges. They will need to know the differences between biscuits, cakes and sponges and their suitability for different types of service.

Topic 1.2

Learners will need to understand the preparation and processing techniques used to produce biscuits, cakes and sponges:

- whisking
- creaming
- folding
- piping
- rolling
- beating
- sieving
- lining
- aeration
- depositing.

Learners will need to know the types of biscuits, cakes and sponges that are produced with these techniques.

Topic 1.3

Learners will need to know the difference between types of commodities and understand the implications of these in the production of biscuits, cakes and sponges. Types of commodities include:

- flour e.g. strong, soft
- sugar e.g. caster, icing
- fats and oils e.g. butter, shortening, corn oil
- creams e.g. whipping, double, single
- flavourings, colourings and essences.

Topic 1.4

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling
- coverings
- positioning
- stock rotation.

Learning outcome:

2. Produce biscuits, cakes and sponges

Topics

- 2.1 Specialist equipment
- 2.2 Producing biscuits, cakes and sponges
- 2.3 Fillings and inserts
- 2.4 Finishing biscuits, cakes and sponges
- 2.5 Evaluation

Topic 2.1

Learners will need to understand how to use and operate specialist equipment to produce biscuits, cakes and sponges, including:

- induction hobs
- micro scales
- deck ovens
- combination oven
- mixing machines
- food processors
- silpat mats
- stencils.

Topic 2.2

Learners will need to be able to apply techniques to produce biscuits, cakes and sponges including:

- sugar batter e.g. Victoria sponge, Viennese biscuit
- melting method e.g. parkin, ginger cake
- separated egg e.g. biscuits à la cuillère
- sabayon e.g. Swiss roll, vanilla Genoise
- rubbing in method e.g. shortbread
- chemical e.g. scones.

Topic 2.3

Learners will need to understand the appropriate fillings to use with different types of cakes and sponges. They should also be able to produce the following fillings for cakes and sponges:

- buttercream
- cream e.g. Chantilly
- crème patissière.

Topic 2.4

Learners will need to be able to apply finishing techniques to biscuits, cakes and sponges, including:

- dredging
- piping
- coating
- soaking
- use of decorations eg chocolate, fruit, biscuit
- feathering
- portioning.

Topic 2.5

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size

- colour
 - taste
 - texture
 - consistency
 - harmony
 - presentation
 - temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie specific practical environment with specialist pieces of equipment such as silpat mats, mixing machines and micro-scales etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing sponge based desserts or finishing cakes with chocolate garnishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

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DVDs

Kings of Pastry

Working with Chocolate

Unit 312

Fermented products

UAN:	T/507/6186
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for the learner to develop knowledge, skills and understanding of preparing, producing and finishing a range of fermented dough products.

In completing this unit learners will be able to understand the main types of preparation, production and finishing methods, quality points and storage procedures for fermented dough production. They will also understand the function of essential ingredients in the production of fermented dough products and understand flavour combinations.

Learning outcomes

In this unit, learners will be able to

1. understand how to produce fermented products
2. produce and finish fermented products

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace.

Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/2011 regarding food allergens.

Learning outcome:

1. Understand how to produce fermented products

Topics

- 1.1 Techniques used to produce fermented doughs
- 1.2 Fermented dough commodities
- 1.3 Storage

Topic 1.1

Learners will need to understand the preparation and processing techniques used to produce fermented doughs including:

- weighing /measuring
- kneading
- developing
- proving
- knocking back

- scaling
- dividing
- shaping
- glazing
- dusting
- scoring
- steam injection
- demoulding.

Learners will need to know the types of fermented doughs these techniques are used to produce.

Topic 1.2

Learners will need to understand conditions required for yeast fermentation. They will need to understand the function of salt, eggs, fats, flour and sugar on the fermentation process and the production of fermented dough products.

They will need to understand the difference between fresh yeast, dried yeast and fast action yeast in the production of fermented dough products.

Learners will need to know the extraction rates of gluten in different types of flour. They will need to understand the importance of gluten to fermented doughs and the effect of working doughs to develop gluten.

Topic 1.3

Learners will need to understand the correct storage procedures to use throughout production and on completion of the final products, including:

- temperature and humidity controls
- date labelling
- coverings
- positioning
- stock rotation.

Learning outcome:

2. Produce and finish fermented products

Topics

- 2.1 Tools and equipment
- 2.2 Producing fermented dough products
- 2.3 Additional ingredients and finishes
- 2.4 Evaluation

Topic 2.1

Learners will need to understand how to use and operate tools and equipment to produce fermented dough products.

- weighing scales
- mixer with dough hook
- proving cabinet
- loaf tins

- french stick baking tray
- baking sheets
- pastry scrapers
- convection ovens
- deck ovens.

Topic 2.2

Learners will need to be able to apply techniques to produce fermented products including:

- shaped dinner rolls (white and brown)
- tinned/ shaped loaves (white and brown)
- enriched dough e.g. Chelsea buns, bath buns, doughnuts, Swiss fingers
- speciality doughs e.g. focaccia, pizza, soda bread, baguette, pitta
- fermented batter e.g. blini.

Topic 2.3

Learners will need to be able to use techniques in preparation for baking of fermented dough products, including:

- shaping
- plaiting
- scoring
- dusting
- dressing with ingredients e.g. sesame seeds
- egg washing.

Learners will need to understand and be able to use techniques to finish fermented dough products after baking, including:

- addition of fruits and nuts
- egg washing
- nibbled sugar
- dredging
- addition of bun wash
- addition of fruit glaze and water glaze.

Topic 2.4

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony

- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie or bakery specific practical environment with specialist pieces of equipment such as proving cabinet, mixers etc in order that the theory can be clearly applied to the product.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs or bakers and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Barker C, Burke M, Rippington N – Professional Patisserie (Hodder Education, 2013) ISBN 1444196448

Roux A, Roux M – The Roux Brothers on Patisserie (Little, Brown, 1993) ISBN 0316905593

Hanneman L J – Patisserie (Second Edition) (Routledge, 2005) ISBN 0750669284

Saus M – Advanced Bread and Pastry A Professional Approach (Delmar Cengage Learning, 2008) ISBN 141801169X

Keller T – Bouchon Bakery (Artisan, 2012) ISBN 1579654355

Gisslen W – Professional Baking (Sixth Edition) (Wily, 2012) ISBN 1118254368

Journals and magazines

Ganache – The Magazine for Chocolatiers and Pastry Chefs)

The Caterer

Websites

- | | |
|---|--------------------------------|
| • http://MSK-ingredients.com | MSK Ingredients |
| • http://breadhitz.com | Breadhitz |
| • https://www.sfbf.com | San Fransisco Baking Institute |
| • http://www.foodservicefootprint.com | Footprint |

Unit 313

Chocolate products

UAN:	A/507/6187
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is to provide learners with a sound, rounded experience in preparing and working with chocolate couverture and compound chocolate. They will learn to recognise the different types of couverture, quality points, correct storage procedures, common faults and its wider use.

The unit focuses on the correct procedure of tempering chocolate couverture and the different methods that can be used to achieve this outcome as well as the characteristics of correctly tempered chocolate couverture. Learners will learn to work with specialist pieces of equipment and apply the methods that they have learnt to produce a range of chocolate products.

Learning outcomes

In this unit, learners will be able to:

1. understand how to work with chocolate
2. produce chocolate products.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

Learning outcome:

1. Understand how to work with chocolate

Topics

- 1.1 Couverture and chocolate
- 1.2 Flavourings, fillings, inclusions and coatings
- 1.3 Quality points
- 1.4 Tempering techniques
- 1.5 Common faults
- 1.6 Storage

Topic 1.1

Learners will need to understand the meaning of hygroscopic when applied to chocolate.

Learners will need to understand the differences between chocolate compound and couverture.

Learners will need to know different uses of chocolate couverture:

- as a key component within the pastry section
- as a flavouring/enriching agent.

Learners will need to know different types of couverture: Plain, milk, white, coloured, flavoured, organic, diabetic, single plantation, origin

Learners will need to know cocoa butter contents and understand the temperature ranges for tempering different types of couverture.

Topic 1:2

Learners will need to understand how to use flavourings, fillings, inclusions and coatings to enhance the end product to meet dish requirement including but not limited to:

- Flavourings: herbs, spices, alcohol, fruit compounds, essences, extracts
- Fillings: ganache, lemon curd, crèmeux, gianduya
- Inclusions: bress, crisp pearls, praline, pectin set jelly, pailleté feuilletine, griotines
- Coatings: enrobing in couverture, shavings, cocoa powder, nuts, praline, dehydrated fruit

Learners will need to understand how to produce inclusions and fillings to enhance the end product to meet dish requirement:

- Fillings: ganache, lemon curd, crèmeux, gianduya
- Inclusions: praline, pectin set jelly

Topic 1.3

Learners will need to understand the quality points of correctly tempered couverture using any of the recommended tempering techniques:

- shine
- retraction
- snap
- no signs of fat bloom
- no signs of sugar bloom.

Topic 1.4

Learners will need to know the three recognised methods used to temper chocolate couverture

- injection/seeding method
- table top method
- microwave method.

They will need to know the most appropriate tools for each technique and understand the most appropriate technique to meet dish requirements.

Learners will need to understand the importance of correct temperatures and movement when tempering chocolate couverture and how handling consistencies are achieved.

Topic 1.5

Learners will need to understand the common faults which may occur on tempered chocolate:

- fat bloom
- sugar bloom.

Topic 1.6

Learners will know the correct storage for chocolate and finished chocolate work and the effect of poor storage. this should include:

- keep away from moist humid conditions
- store at an ambient temperature of 15C with little fluctuation.
- keep away from strong smelling foods – onions etc.
- date label
- cover to prevent dust resting on the surface
- use linen gloves for handling shiny surfaced products
- stock rotation and position away from direct sunlight.

Learning outcome:

2. Produce chocolate products

Topics

- 2.1 Tools and equipment
- 2.2 Emulsification
- 2.3 Runouts
- 2.4 Truffles
- 2.5 Moulded chocolate praline
- 2.6 Moulded figures/eggs
- 2.7 Evaluation

Topic 2.1

Learners will need to understand the most appropriate tools and equipment that are used for working with chocolate including size, type and materials which may include but not limited to: Chocolate probe, praline moulds, figure/egg moulds, marble slab, microwave, dipping forks, acetates, transfer sheets, step palette knife, scraper, cotton wool, heat gun, pastry brushes.

Topic 2.2

Learners will need to understand the importance of correct emulsification techniques when mixing melted couverture to boiled liquids such as milk, cream, fruit purée, crème Anglaise which may include:

- food processor method
- stem blender method
- spatula method (mayonnaise au chocolate).

Topic 2.3

Learners will need to be able to apply appropriate techniques, tools and equipment to produce runouts to decorate desserts and petits fours.

Topic 2.4

Learners will need to be able to apply appropriate techniques, tools and equipment to:

- produce a ganache

- mould the ganache
- enrobe the ganache and
- finish the truffles to meet dish requirements.

Topic 2.5

Learners will need to be able to apply appropriate techniques, tools and equipment to

- enrobe a praline mould with tempered couverture
- fill with appropriate filling
- seal with tempered couverture
- set in appropriate conditions and
- demould.

Topic 2.6

Learners will need to be able to apply appropriate techniques, tools and equipment to

- prepare a mould
- enrobe a mould with tempered couverture
- set in appropriate conditions
- demould
- join where appropriate.

Topic 2.7

Learners will need to be able to evaluate finished products including:

- size-in keeping with product to decorate
- harmony of colour and flavour contrast
- neatness
- texture – smoothness in a ganache
- shine, snap and retraction of tempered couverture
- appearance of smears
- visibility and neatness of connection joints on figure moulds.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie specific practical environment with specialist pieces of equipment such as marble slabs, specialist moulds, dipping forks etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in different sections of the department, for example finishing plated desserts with chocolate run outs, cigarettes etc. or within the hot and cold unit when decorating cold desserts or producing petits fours for restaurant service.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

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Notter E – The Art of the Chocolatier (John Wiley & Sons, 2011) ISBN 0470398841

Hanneman L J – Patisserie (Second Edition) (Routledge, 2005) ISBN 0750669284

Wybauw J-P – Chocolate Decorations (Lando 2014) ISBN 9020968297

Curley, W – Chocolate: A Masterclass in Chocolate (Aurum Press Ltd 2011) 1906417598

Websites

- <http://www.dessertprofessional.com> Dessert professional
- <http://www.savourschool.com.au/online-classes> Savour Chocolate & Patisserie School
- <http://MSK-ingredients.com> MSK Ingredients
- <http://callebaut.com> Callebaut
- <http://www.worldchocolatemasters.com> World Chocolate Masters
- <http://www.foodservicefootprint.com> Footprint

Journals and magazines

Ganache The Magazine for Chocolatiers and Pastry Chefs)

The Caterer

So good.. The Magazine of Haute Patisserie

Chef

DVD's

Kings of pastry www.amazon.com

Working with chocolate www.keylink.org

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

Walled Garden: how to register and certificate candidates on line

Events: dates and information on the latest Centre events

Online assessment: how to register for e-assessments.

Useful contacts

UK learners General qualification information	E: learnersupport@cityandguilds.com
International learners General qualification information	E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications) and Learning Assistant (an online e-portfolio).

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