

# Diploma in Professional Cookery at SCQF Level 5

## (7093-15)

### Qualification Handbook



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# 1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

<b>Qualification title and level</b>	<b>Diploma in Professional Cookery at SCQF Level 5</b>
<b>GLH</b>	438
<b>City &amp; Guilds qualification number</b>	7093-15

This qualification meets the needs of learners who work or want to work as professional chefs in the catering and hospitality sector. It is ideal for those who already have some basic skills and experience as a chef, working under supervision. This qualification will increase their skills and enable them to pursue a more senior role or progress to qualifications at SCQF Level 6.

The qualification contributes to the knowledge and understanding towards the related SVQ in Professional Cookery at SCQF Level 5 whilst containing additional skills and knowledge which go beyond the scope of the National Occupational Standards (NOS).

## 1.1 Qualification structure

To achieve the Diploma in Professional Cookery at SCQF Level 5, learners must achieve 66 credits. **All the units are mandatory.**

The diagram below lists the unit title, credit value and guided learning hours (GLH) for each unit.

City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	GLH
Unit 620	Food safety in catering	Mandatory	5	1	9
Unit 702	Developing skills for employment in the catering and hospitality industry	Mandatory	5	5	30
Unit 703	Health and safety in catering and hospitality	Mandatory	5	3	12
Unit 704	Healthier food and special diets	Mandatory	5	1	7
Unit 705	Catering operations, costs and menu planning	Mandatory	5	6	40
Unit 707	Prepare and cook stocks, soups and sauces	Mandatory	5	6	40
Unit 708	Prepare and cook fruit and vegetables	Mandatory	5	6	40
Unit 709	Prepare and cook meat and offal	Mandatory	5	8	60
Unit 710	Prepare and cook poultry	Mandatory	5	5	40
Unit 711	Prepare and cook fish and shellfish	Mandatory	5	5	40
Unit 712	Prepare and cook rice, pasta, grains and egg dishes	Mandatory	5	6	20
Unit 713	Produce hot and cold desserts and puddings	Mandatory	5	3	24
Unit 714	Produce paste products	Mandatory	5	3	20
Unit 715	Produce biscuit, cake and sponge products	Mandatory	5	4	28
Unit 716	Produce fermented dough products	Mandatory	5	4	28



## 1.2 Opportunities for progression

On completion of this qualification learners may progress into employment or to the following qualifications:

- Professional Cookery at SCQF Level 6

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

<b>Description</b>	<b>How to access</b>
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Answer pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the City & Guilds Centre Manual for further information.

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

### 2.1 Resource requirements

#### Physical resources and site agreements

This qualification is aimed at learners who will be entering the industry and so it is important that they gain their experience in an industrial kitchen. They should use appropriate equipment in terms of the size and scale which must be of industrial quality.

When being assessed, candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner. Please note, if a candidate is working in an unsafe manner it is essential that the assessment is stopped immediately.

As a minimum, it is expected that centres seeking approval for this qualification have access to a well equipped industrial kitchen including

- cooking facilities to enable full access to the qualification for example ovens/ ranges, grills, griddles and deep fat fryers
- worktop space – stainless steel workstations or tables
- washing facilities – hand washing, food preparation and washing up
- refrigerator space
- small and large equipment – it is recommended that centres review the range of equipment requirements against each unit within the qualification. It may be necessary to purchase additional equipment in order to offer the qualification.

It is possible that some centres may wish to place the candidate in a Realistic Working Environment (RWE) for practice. However, when being assessed it is important that the candidate has sufficient physical resources as described to allow equal and fair assessment of their skills to take place. Centres must be aware of industry requirements and prepare their candidates fully for employment.

#### Human resources

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

- be technically competent in the areas for which they are delivering training

- be competent at a level above the level being assessed in the specific area they will be assessing. For specialist areas such as food safety, centres should refer to the guidance within the unit.

have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but must never internally verify their own assessments.

### **Assessors and Internal Quality Assurer**

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

It is expected that assessors delivering the qualifications have a qualification in the relevant subject area and recent experience of working in the catering and hospitality industry.

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **2.2 Learner entry requirements**

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

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

### **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### 3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which best meets the needs and capabilities of their learners and satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

literacy, language and/or numeracy  
personal learning and thinking skills  
personal and social development  
employability

Whilst delivering and assessing the outcomes, it is important to focus on workplace skills within the catering and hospitality industry. It should be made clear to candidates that workplace skills are essential to the industry and that demonstrating good practice and having a positive attitude is vital for anyone who is looking for a career within the catering and hospitality industry.

Work placements should be encouraged in local restaurants, cafes, pubs and hotels where access to the public is possible. Equally, guest speakers from local employers and visits to local restaurants, hotels and conferences should be encouraged.

It may benefit candidates if practical activities are delivered in a realistic working environment, but this is not a requirement of the qualification.

It is essential that the delivery of units is not solely designed to equip candidates to successfully complete the external assessments. The teaching should encompass wider learning opportunities demonstrating depth, coherence and highlighting valid conclusions.

The range statements are not an exhaustive list of all industry practice and the assessor/trainer should endeavour at all times to provide training relating to the working environments of the candidates. It would be beneficial throughout this qualification if assessors/ trainers provide examples from the catering industry as a whole as they will potentially have a mixed group of candidates covering a broad range of establishments from the industry.

Units 707 – 716 are assessed through synoptic practical assessments in realistic work conditions ie within the time specified within the practical assessment, managing resources efficiently, working hygienically and safely.

In these units, candidates will have the opportunity to observe the production of dishes through demonstration and then to practice the skills learnt with assessor support. Additional underpinning knowledge should be delivered through classroom based activity, relevant ICT packages and investigation of the preparation and cookery of a range of dishes or products.

It is recommended that candidates should first achieve the learning outcomes for Units 620, 703, and 705 before undertaking practical assessments.

Specific delivery guidance is included within the units, where relevant.

## 4 Assessment

### 4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

<b>Unit No.</b>	<b>Title</b>	<b>Assessment Method</b>	<b>Where to obtain assessment materials</b>
620	Food safety in catering	The assessment covers all of the knowledge outcomes. Externally set paper-based short-answer test locally marked and externally verified.	available to download from <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
702	Developing skills for employment in the catering and hospitality industry	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assessment, locally marked and externally verified.	7093-15 Assessment pack available to download from <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
703	Health and safety in catering and hospitality	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assessment, locally marked and externally verified.	7093-15 Assessment pack available to download from <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
704	Healthier food and special diets	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assessment, locally marked and externally verified.	7093-15 Assessment pack available to download from <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

<b>Unit No.</b>	<b>Title</b>	<b>Assessment Method</b>	<b>Where to obtain assessment materials</b>
705	Catering operations, costs and menu planning	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.  Externally set assessment, locally marked and externally verified.	7093-15 Assessment pack available to download from <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
707	Prepare and cook stocks, soups and sauces	Individual practical tasks and two synoptic assessments.	7093-15 Assessment pack available to download from <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
708	Prepare and cook fruit and vegetables	Collectively the above practical assessments will cover all the activities in the outcomes, as well as sampling the underpinning knowledge to verify coverage of the units.	
709	Prepare and cook meat and offal		
710	Prepare and cook poultry		
711	Prepare and cook fish and shellfish	Externally set assessments, locally marked and externally verified.	
712	Prepare and cook rice, pasta, grains and egg dishes		
713	Produce hot and cold desserts and puddings		
714	Produce paste products		
715	Produce biscuit, cake and sponge products		
716	Produce fermented dough products		

## 4.2 Evidence requirements

### Time constraints

The following time constraints must be applied to the assessment of this qualification:

- candidates must be assessed within a realistic time limit
- all assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments
- any guidance on set time constraints for assessments have been included within assignments (see Assignment Handbook).

### Grading and marking

The assignment tasks should be presented to candidates as required, and only when candidates are judged ready for assessment. Assignments are graded pass, merit or distinction and detailed marking and grading criteria are provided for each assignment. All assignments should be internally marked, graded, quality assured and a sample will be externally moderated.

Candidates who fail to complete a task may retake the task, but will only achieve a pass grade. The assignments are summative assessments and, other than to gain a pass, candidates may not retake tasks or assignments to improve grades. It is therefore essential that candidates only attempt the assignments when judged to be fully ready. Should assessors wish to prepare candidates for the assessments, they may devise their own assignments internally and provide feedback on these.

If a task needs to be repeated, assessors should allow seven days before repeating the task. If the failed task is built upon the results of a previous task, this may also need to be repeated.

## 4.3 Test specifications

Test specifications for the assignments can be found in the assessment pack. The below is the test specification for the paper based test for Unit 620 Food Safety in Catering:

<b>Paper title:</b>	Food Safety in Catering
<b>Unit number:</b>	620
<b>Duration:</b>	1 hour
<b>Assessment type:</b>	Paper-based short answer test

Unit number	Outcome	Weightings %
620	1 Understand how individuals can take personal responsibility for food safety	12.5
	2 Understand the importance of keeping him/herself clean and hygienic	10.0
	3 Understand the importance of keeping the work areas clean and hygienic	22.5
	4 Understand the importance of keeping food safe	55.0
	<b>Total</b>	<b>100</b>



#### **4.4 Recognition of prior learning (RPL)**

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

City & Guilds will recognise achievement of unit/qualifications through other awarding organisations which have the same content and assessment.

## 5 Units

### Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

City & Guilds reference number

title

level

credit value

guided learning hours

unit aim

relationship to relevant national standards

endorsement by a sector or other appropriate body

information on assessment

learning outcomes which are comprised of a number of assessment criteria

notes for guidance.

## Unit 620

## Food safety in catering

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH value:</b>	<b>9</b>

### Unit aim

The aim of this unit is to provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. Achievement of the unit at SCQF Level 5 will enable learners to identify how to make changes to catering practices in order to improve the safety of the catering service as a whole.

This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

### Learning outcomes

There are five outcomes to this unit. The learner will:

1. Understand how individuals can take personal responsibility for food safety
2. Understand the importance of keeping him/herself clean and hygienic
3. Understand the importance of keeping the work areas clean and hygienic
4. Understand the importance of keeping food safe

### Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the Hospitality NOS.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

### Assessment

This unit will be assessed by:

- paper-based multiple-choice test covering underpinning knowledge

## Unit 620

## Food safety in catering

### Outcome 1

Understand how individuals can take personal responsibility for food safety

#### Assessment criteria

##### Underpinning knowledge

The learner can:

1. Outline the **importance** of **food safety procedures**, **risk assessment**, **safe food handling** and **behaviour**
2. Describe how to report **food safety hazards**
3. Outline the **legal responsibilities** of food handlers and food business operators.

#### Range

##### Importance

Potential to harm people (customers, colleagues, any other people), legislative requirements (personal responsibilities), risk to business (legal action, reputation), risk to self (legal action).

##### Food safety procedures

Receiving deliveries (farm to fork), storage, preparation, holding of prepared food, sickness procedures (reporting), accident reporting, difference between detergents, disinfectants, sanitisers, sterilisation.

##### Risk assessment

Recognition of the likelihood of a hazard occurring.

##### Safe food handling

Use of 'best practice' in the handling of food, to ensure the production of safe food.

##### Behaviour

Behaviours relating to working with food – good level of personal hygiene; effect of poor personal hygiene on risk in food preparation (washing hands after coughing, sneezing, touching face, nose blowing, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks); taking care over food; awareness of and reporting of unacceptable behaviours.

##### Food safety hazards

Physical, biological, chemical, allergenic.

##### Legal responsibilities

Food handlers – personal hygiene; illness (reporting, appropriate time away from food – 48 hours after last symptoms); understanding of food poisoning (anything which when ingested will cause harm); understanding of food hygiene (steps taken to prevent food poisoning).

Food business operators – appropriate food hygiene practices; requirement of food businesses to be registered with local authorities; compliance with EHO.

## **Unit 620      Food safety in catering**

**Outcome 2      Understand the importance of keeping him/herself clean and hygienic**

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. Explain the **importance of personal hygiene** in food safety including its role in reducing the risk of contamination
2. Describe effective personal hygiene **practices**, for example, **protective clothing, hand washing, personal illnesses, cuts and wounds**.

### **Range**

#### **Importance of personal hygiene**

Prevention of the transmission of pathogenic bacteria (in particular, staphylococcus aureus)/objectionable matter from an individual into the food chain, routes and vehicles to avoid cross contamination

#### **Practices**

**Protective clothing** – use of appropriate clothing (own clothing not to be used in the food environment, work clothing not to be worn out of workplace, no external pockets, durable, fit for purpose, easy to clean, should cover all outdoor clothing, appropriate use of gloves, hair nets, light coloured clothing), not wearing jewellery, substances that can taint food (strong perfume, aftershave, deodorant, nail varnish), aware of appropriate behaviour in a food environments, short, clean nails, no nail biting, no smoking in the food environment, no smoking in work clothing, appropriate practice when dealing with contact dermatitis.

#### **Hand washing**

Transmission of bacteria, correct hand washing procedures and equipment (soap, water, drying facilities, brushes); importance of hand washing after handling of raw food; separate sink for hand washing.

#### **Personal illnesses**

Reporting of illnesses (diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upsets, suspected food poisoning); reporting close/prolonged contact with persons with the above symptoms, eg family members, friends.

#### **Cuts and wounds**

Reporting cuts and wounds; understanding the difference between septic cuts and wounds and uninfected cuts and wounds; appropriate use of detectible waterproof dressings (eg blue plasters).

## **Unit 620 Food safety in catering**

**Outcome 3 Understand the importance of keeping the work areas clean and hygienic**

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. Explain how to keep the **work area and equipment** clean and tidy to include **cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal**
2. State **how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning**
3. Outline the **importance of pest control**.

#### **Range**

##### **Work area and equipment**

Food handling area and all equipment associated with it, hand touch points (eg door handles), food preparation surfaces.

##### **Cleaning and disinfection methods**

Work area – clean as you go; low risk and high risk areas in food preparation environments; work surfaces; correct cleaning procedures to prevent contamination; traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry); 'clean, rinse, sanitise' method; double-sink washing up (pre-clean, main clean using detergent, second sink to disinfect water above 82°C); single-use cloths or colour-coded cloths.

Equipment – cleaning in place (static equipment eg beer lines, ice machines, dishwashers), move out and clean behind equipment which is easy to take apart.

##### **Safe use and storage of cleaning chemicals and materials and waste disposal**

Chemicals – COSHH; lockable storage away from foods (restricted access); storage in original containers; labelling; dilution; mixing of chemicals; manufacturers' instructions; personal protective clothing (PPE); avoiding chemical contamination/cross-contamination (eg over-spray); appropriate cleaning and disposal of chemical spillages; safety data sheets.

Materials – appropriate storage areas away from food; avoiding prolonged soaking of materials; single use and colour-coded cloths.

Waste disposal – regular disposal; no over-night storage; use of bin bags; waste containers kept clean and in good condition; clean as you go; separating food and general waste eg glass policy; external waste storage (covered waste container, impervious surface, away from direct sunlight, kept clean and tidy to avoid odours and so as not to attract pests).

### **How work flow, work surfaces and equipment can reduce contamination risks and aid cleaning**

Work flow – clear separation between low and high risk areas (dirty areas, eg storage and food preparation and cooking areas, clean areas, eg final preparation and service areas); good visibility.

Work surfaces – smooth; impervious; non tainting; easily cleaned; no crevasses; resistant to corrosion; fit for purpose (eg for commercial use).

Equipment – easy to take apart; in good state of repair; installed as to allow adequate cleaning of surrounding areas; easily cleaned; impervious; non-tainting; resistant to corrosion; fit for purpose.

### **Importance of pest control**

Legislative requirements; to avoid contamination (pathogenic bacteria, spoilage bacteria); to avoid spread of disease; loss of reputation and profit; to prevent drop in staff morale; to avoid damage; wastage of food.

Pests – rodents; cockroaches; insects; stored products insects; domestic pets; birds; wild cats.

Signs of pest infestation – droppings; smell; smear marks; pupae/egg cases; larvae; damaged/gnawed packaging and food spillages; infrastructure holes.

## Unit 620

## Food safety in catering

### Outcome 4

### Understand the importance of keeping food safe

#### Assessment criteria

#### Underpinning knowledge

The learner can:

1. State the **sources and risks to food safety** from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards
2. Explain **how to deal with food spoilage** including recognition, reporting and disposal
3. Describe **safe food handling practices and procedures** for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
4. Explain the **importance of temperature controls** when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
5. Describe **stock control procedures** including deliveries, storage, date marking and stock rotation.

#### Range

##### Sources and risks to food safety

High risk groups – pregnant, young, old, sick (those with a weakened immune system).

Microbial – pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli); food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria); spoilage organisms (moulds, yeasts); harmless organisms; viruses; toxins.

Chemical – cleaning chemicals/materials; pesticides (eg rodenticides, insecticides).

Physical – mercury; plasters; equipment (nuts, bolts); bits of clothing or personal protective clothing (PPE); flaking paint; glass.

Allergenic – nuts; wheat; dairy; gluten; fish/shellfish; plants/fungi; green sprouting potatoes; any other potentially allergic food stuff/substance.

##### How to deal with food spoilage

Recognition – visual (mould, colour); smell; texture.

Reporting – to supervisor/line manager.

Disposal – clearly labelled ('Not for human consumption'); separated from general waste; disposed of away from food storage areas/kitchen.

##### Safe food handling practices and procedures/importance of temperature controls

To meet 'due diligence' criteria; EHO requirements.

Temperatures checked with a clean, sanitised probe; temperature logs for fridges and freezers and serving cabinets.

Danger zone for food = 5°C – 63°C, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible.

Preparing – defrosting at bottom of fridge overnight, or in thawing cabinet (best practice); core temperature not to go above 8°C; held outside of correct storage temperature for as little time as possible.



Cooking – cooked to 75°C or higher unless this is detrimental to the quality of the food; cooking to appropriate temperature to kill spores.

Chilling – food must be chilled below 8°C within 90 minutes of cooking to avoid multiplication of bacteria (danger zone).

Reheating – best practice is to reheat above 75°C core temp for two minutes, reheat once only; best practice in Scotland is reheat above 82°C core temp for two minutes, reheat once only.

Holding – correct temperature (core temp of 8°C or lower for cold food, 63°C or higher for hot food).

Serving – served at appropriate temperature (cold = below 8°C, hot = above 63°C).

Transporting – transported in vehicle specifically designed for the purpose, and at the correct temperature (ie whether for frozen, chilled, cold or hot).

### **Stock control procedures**

Deliveries – food should be probed for correct temperature at point of delivery, food should be stored within 15 minutes of receipt, checked against delivery note, check of use by/sell by dates, check of quality.

Storage – labelling (ie clarity of what commodity is), off floor, suitable dry conditions, pest proof, raw food stored separately (eg in separate fridges, or at the bottom of a fridge also containing cooked food to avoid drip contamination), correct temperature (best practice is to set fridges between 1°C and 5°C to ensure 8°C core temperature for chilled; -18°C core temp for frozen), dry goods may be stored at ambient temperature.

Date marking – labelling (ie storage date / use by date / best before date)

Stock rotation – effective stock rotation (FIFO – first in, first out).

## **Unit 620      Food safety in catering**

### **Notes for guidance**

The delivery of this unit should focus on current thinking 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 the Food Hygiene Regulations 2006.

In order to ensure that course content remains current it is essential that the qualification is delivered by subject specific assessors/trainers with up to date knowledge, who maintain continuous professional development (CPD).

## Unit 702

# Developing skills for employment in the catering and hospitality industry

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>30</b>

### Unit aim

The aim of this unit is to enable the learner to develop the knowledge and understanding to apply the personal skills required within the workplace in the catering and hospitality industry. A high level of interpersonal skills is required of those working in this industry which must be maintained when working under pressure. In this unit learners will explore what is an acceptable personal image and the types of behaviours associated with professionalism in the industry. They will practise communication and team working.

### Learning outcomes

There are **four** outcomes to this unit. The learner will:

1. Understand the catering and hospitality industry
2. Be able to maintain personal appearance and manage time
3. Be able to produce a plan to develop skills
4. Be able to prepare for a job application

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit has potential links to the Hospitality NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 702

## Developing skills for employment in the catering and hospitality industry

### Outcome 1

### Understand the catering and hospitality industry

#### Assessment criteria

##### Practical skills

The learner can:

1. Use **sources of information** about the catering and hospitality industry

##### Underpinning knowledge

The learner can:

1. Describe the **key influences** on the catering and hospitality industry
2. Describe **scope** and **size** of the catering and hospitality industry
3. Explain the **importance** of the industry to the national economy
4. Describe the **functions** of **professional associations**
5. Identify the **legal requirements** to work within the catering and hospitality industry

##### Range

##### Key influences

Social trends, cultural, consumer spending, inflation, regulation, legislation, tourism, culinary achievers, media.

##### Scope

Regional, national, multi national, international, global, SME, partnership, independent, franchise, limited companies, PLC.

##### Size

Workforce, number of establishment's, total turnover.

##### Importance

Employment provision, contribution to GDP and taxation.

##### Sources of information

Websites, sector skills reports, professional association reports, company reports, government reports.

##### Functions

Promoting industry, providing members with information, providing professional membership, providing competitions, providing demonstration excellence, providing advocacy for the profession.

##### Professional associations

Regional, national, international.

**Legal requirements**

Age restrictions, qualifications, health check, visa (if required), working time directive.

## **Unit 702                    Developing skills for employment in the catering and hospitality industry**

**Outcome 2                Be able to maintain personal appearance and manage time**

### **Assessment criteria**

#### **Practical skills**

The learner can:

1. Maintain **personal hygiene** and a **professional appearance**
2. Manage time to meet deadlines and targets

#### **Underpinning knowledge**

The learner can:

1. State the **importance of maintaining personal hygiene and a professional appearance**
2. Describe how to maintain **personal hygiene** and a **professional appearance**
3. State the importance of **time management**
4. Describe how to manage time

#### **Range**

##### **Importance of maintaining personal hygiene and a professional appearance**

Protection of self, others, food and hygiene, compliance with legislation, professional image.

##### **Personal hygiene**

Care of hair, teeth, nails, feet, jewellery, appropriate use of cosmetics.

Poor practice: smoking, chewing, irregular or incorrect hand washing, eating and drinking within food preparation and cooking area, washing uniform outside the premises.

##### **Professional appearance**

Correct uniform: full length sleeve white jacket, chef's trousers, neck tie, hat, (if hair is below collar or loose, a hair net) safety shoes, apron, kitchen cloths (rubbers). Laundered, ironed, clean shoes, clothing repaired if necessary.

##### **Time management**

Punctuality

# **Unit 702      Developing skills for employment in the catering and hospitality industry**

Outcome 3      Be able to produce a plan to develop skills

## **Assessment criteria**

### **Practical skills**

The learner can:

1. Evaluate current **skills** against job aims
2. Set and work towards targets
3. Record **skills** developed and areas for further improvement

### **Underpinning knowledge**

The learner can:

1. Describe the **purpose of a personal development plan**
2. Describe **how development plans are produced**
3. Identify an opportunity to develop a **skill**
4. Explain the **importance of feedback**

## **Range**

### **Purpose of a personal development plan**

Targets (long and short term, records, timescales, reviewing progress).

### **How development plans are produced**

Using self evaluation, feedback from line manager and colleagues, review.

### **Skills**

Communication, teamwork, problem solving, technical, planning and organisation, time management, numeracy and literacy.

### **Importance of feedback**

To evaluate performance, to improve own performance.

## **Unit 702                    Developing skills for employment in the catering and hospitality industry**

**Outcome 4                    Be able to prepare for a job application**

### **Assessment criteria**

#### **Practical skills**

The learner can:

1. Produce a Curriculum Vitae and covering letter

#### **Underpinning knowledge**

The learner can:

1. Identify a variety of **interview skills**
2. State the purpose of a Curriculum Vitae and the information to be included
3. Explain the purpose of a covering letter and its importance
4. State the importance of professional presentation and quality of content

### **Range**

#### **Interview skills**

Time management, responding to questioning, skills assessment, self analysis, communication skills, research company and job role.



<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>12</b>

**Unit aim**

This unit will provide learners with an understanding of the requirements and benefits of health and safety legislation. Health & safety at work issues have become increasingly important over the last few years and the catering and hospitality industry is no exception.

This unit will provide learners with a basic level of understanding of the health & safety roles and responsibilities of individuals working in catering and hospitality and of the practical implementation of these responsibilities. Learners will develop an understanding of the requirements and benefits of health and safety legislation and will gain an appreciation of the legal responsibilities involved in their own health & safety as well as the health & safety of other people including colleagues and customers. Learners should be aware of the powers of enforcement officers and action available to them in the event of non-compliance. They also need to understand the potential benefit/cost of health and safety practices.

The unit is also concerned with common hazards and risks. The concept of a hazard and its associated risk is introduced and learners then progress to identifying common hazards and associated risks and the steps involved in the risk assessment process.

The unit outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures. Learners are also introduced to the functions of personal protective clothing (PPE) and the types of safety signs.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of health and safety in the catering and hospitality industry
2. Be able to identify hazards in the catering and hospitality workplace
3. Understand how to control hazards in the workplace
4. Understand how to maintain a healthy and safe workplace

**Guided learning hours**

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit has potential links to the Hospitality NOS.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

**Assessment**

This unit will be assessed by:

an assignment covering practical skills and underpinning knowledge.

## **Unit 703      Health and safety in catering and hospitality**

### **Outcome 1      Understand the importance of health and safety in the catering and hospitality industry**

#### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. Identify the **groups** who have responsibilities in current legislation
2. Identify the **legal responsibilities** of employers and employees
3. Discuss the **power** of enforcement officers
4. Identify the **action** available to the enforcement officers in the event of non-compliance
5. State **regulations** covering specific safety issues
6. Identify **common causes** of ill health and accidents
7. List the **potential costs** of non-compliant health and safety practices
8. List the **potential benefits** of compliant health and safety practices.

#### **Range**

#### **Groups**

Employers, employees, people in control of work premises, self-employed, designers, manufacturers and suppliers, local authorities, health and safety executive, local authorities/councils (enforcement officers, environmental health officers, health and safety inspectors).

#### **Legal responsibilities**

Employers:

Provide and maintain equipment and a workplace which is safe and healthy, deal with chemical substances safely provide a health and safety policy statement.

Employees:

Take care of their own health and safety at work, take care of the health and safety of others, co-operate with their employer.

#### **Power**

Enter the premises at all reasonable times, investigate the premises, check, dismantle and remove equipment, collect a sample of food and take photos, inspect the records, ask questions, seize and destroy articles.

#### **Action**

Verbal or written advice, improvement notices, prohibition notices, prosecution resulting in unlimited fines or imprisonment for up to two years, or both.

#### **Regulations**

Manual handling operations, personal protective equipment (PPE), fire precautions (workplace), provisions and use of work equipment, control of substances hazardous to health.

**Common causes**

Occupational (chemicals and harmful substances), equipment, working methods such as lifting, carrying and handling

Environmental (lighting and ventilation, temperature, flooring (eg type, wet, damaged)

Human (carelessness, inexperience, lack of training, lack of attention).

**Potential costs**

Accidents, illnesses, stress, damaged reputation, increased sick leave and staff turnover, prosecution, fines, compensation claims, legal costs.

**Potential benefits**

Reduction in accidents and ill-health, healthy, happy and motivated workers, enhanced reputation, increased productivity, improved profitability.

## **Unit 703      Health and safety in catering and hospitality**

### **Outcome 2      Be able to identify hazards in the catering and hospitality workplace**

#### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. List **causes** of slips, trips and falls in the workplace
2. State the steps to **minimise the risk** of slips, trips and falls
3. Identify the main **injuries from manual handling**
4. State the **ways to reduce the risk of injury** from lifting, carrying and handling
5. Identify the **correct lifting procedure**
6. Identify **ways machinery/equipment can cause injuries**
7. List **control measures** to avoid accidents from machinery/equipment
8. State **types of hazardous substances**
9. List **control methods** for hazardous substances to prevent exposure and for protection of employees
10. Indicate the **main causes of fire and explosions**
11. State how **elements** of the fire triangle can be used to extinguish a fire
12. Identify **dangers** associated with electricity
13. Identify the **measures to prevent electricity dangers**
14. State **methods** to deal with electrical dangers.

#### **Range**

#### **Causes**

Poor design/structure of building, poor signage, bad housekeeping standards, poor lighting or ventilation, dangerous working practices, distraction and lack of attention, working too quickly, ignoring rules, not wearing the correct PPE, physical/mental state.

#### **Minimise the risk**

Improved and safe design of building, correct and clear/visible signage, good housekeeping standard, well lit and ventilated working areas, training staff in routine work practices, strict enforcement of rules, correct use of PPE at all times, in a physical/mental state ready for work.

#### **Main injuries from manual handling**

Back/spinal injuries, muscular injuries, fractures, sprains, cuts and bruises.

#### **Ways to reduce the risk of injury**

Assess the task (eg distance, weight, temperature), follow the correct procedure (minimise the distance, correct number of people, correct lifting/carrying equipment), reduce the load, if possible use correct PPE, check the environment is safe (eg flooring, lighting and temperature), adequate training in correct handling techniques.

### **Correct lifting procedure**

Planning and preparation (plan the lift and route, assess the weight, size and temperature of load), lift (correct posture, hold object close to body), move load (hold close, clear visibility and proceed carefully), lower load (check positioning).

### **Ways equipment can cause injuries**

Entanglement/entrapment, impact (eg from falling equipment), contact, ejection, faulty equipment, inappropriate use of equipment.

### **Control measures**

Training in the use of equipment, personal protective equipment (PPE), Safe working procedures, report faults.

### **Types of hazardous substances**

Cleaning chemicals, cooking liquids, gases, gels and spirits.

### **Control methods**

Training in the use of hazardous substances, personal protective equipment (PPE), safe working procedures.

### **Main causes of fire and explosions**

Electricity, electrical fault, gas leak, build up of gas, smoking, hot liquid/substances, tools or equipment with a naked flame.

### **Elements**

Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).

### **Dangers**

Electric shock, burns, fire, death.

### **Measures to prevent electricity dangers**

Testing and maintenance of electrical equipment, use of qualified electricians, check cables and flex, use of correct fuses, circuit breakers, do not use faulty equipment.

### **Methods**

Raise the alarm, switch off power, if possible, call for help (first aid, emergency services), follow legal requirements.

## **Unit 703      Health and safety in catering and hospitality**

### **Outcome 3      Understand how to control hazards in the workplace**

#### **Assessment criteria**

##### **Underpinning knowledge**

The learner can:

1. Define the term '**hazard**'
2. Define the term '**risk**'
3. List the **steps** in the risk assessment process
4. Identify the **benefits** of risk assessment
5. State the **control measures** to reduce risk
6. State the **reasons** for reporting accidents
7. Explain the **legal requirement** for accident reporting
8. Outline the **information** to be recorded in the accident book
9. State **the functions of PPE**
10. State the **employers' and employees' responsibilities** regarding provision use, care and maintenance of PPE
11. State how the **main types of safety signs** can be identified.

##### **Range**

##### **Hazard**

Anything having potential to cause harm.

##### **Risk**

Likelihood of hazard causing actual harm.

##### **Steps**

Identify all hazards, identify who is at risk, evaluate risks, implement control measures, record the assessment, review.

##### **Benefits**

Thorough evaluation of all significant hazards which prevent accidents and ill health, prioritise action which improves operational efficiency and financial savings, confidence in health and safety measures, legal compliance.

##### **Control measures**

Remove or eliminate hazards, separate or isolate worker from hazards, develop and use safe systems of work, training, instruction and supervision of workers, provide personal protection to minimise risk.

##### **Reasons**

Investigation to assess risks, analysis to determine the reasons, prevention to reduce risks.

### **Legal requirements**

Employee's responsibility (report all accidents to management), employer's responsibility (keeping records, maintaining accident book or report form, reporting certain accidents to HSE/local authority).

### **Information**

Date, time, name, brief description of accident, witnesses, action taken by whom, result.

### **The functions of PPE**

Protect the individual and control health hazards (eg gloves to protect hands or goggles when using hazardous substances).

### **Employers' and employees' responsibilities**

Employers' responsibility PPE (eg gloves when washing pots and pans, masks and goggles when cleaning stoves and ovens), staff changing and storage facilities.

Employees' responsibility, comply with the policy of wearing PPE when necessary, report any defects in the PPE to the employer).

### **Main types of safety signs**

Prohibition signs – red (eg no mobile phones).

Fire fighting signs – red (eg fire hose reel).

Mandatory signs – blue (eg protective gloves must be worn).

Warning signs – yellow (eg caution – hot surface).

Hazard warning signs - yellow (eg corrosive).

Safe signs – green (eg First Aid).



## **Unit 703      Health and safety in catering and hospitality**

### **Outcome 4      Understand how to maintain a healthy and safe workplace**

#### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. Briefly describe the **sources of information** which can assist in developing health and safety systems in the workplace
2. Identify the **features in the food preparation area** which will affect safe working practices
3. Identify the **welfare facilities** required for the staff in catering and hospitality operations
4. Define **incident reporting**
5. Outline the **procedure to be followed** when an incident is reported
6. Identify **situations** where emergency procedures must be followed
7. State the **emergency procedure** in the event of a serious accident/incident.

#### **Range**

#### **Sources of information**

Acts of Parliament (statutory regulations, European Union directives, Health and Safety Executive), local authorities/councils (enforcement officers, environmental health officers, health and safety inspectors).

#### **Features in the food preparation area**

Design, layout, space and workflow, structure (floors, stairs, doors and windows), services (ventilation, heating, air-conditioning, lighting), maintenance and housekeeping.

#### **Welfare facilities**

Toilets, washing facilities, changing and PPE storage facilities, rest facilities, drinking water.

#### **Incident reporting**

Reporting of verbal abuse, threats or assault which could lead to a serious hazardous situation.

#### **Procedure to be followed**

The incident should be recorded, investigated, risk-assessed, control measures introduced, reviewed.

#### **Situations**

Accident/incident resulting in serious injury or even death, fire, explosion.

**Emergency procedure**

Move the casualty from danger zone (if possible), seek help from competent first aider, contact emergency services, seek medical assistance urgently.

# Unit 703 Health and safety in catering and hospitality

## Notes for guidance

It would be useful to deliver this unit in four parts. The first outcome would focus on the importance of health and safety in the catering and hospitality industry including the legal responsibilities of employers and employees. The learners should be aware of the powers of enforcement officers and action available to them in the event of non-compliance. They also need to understand the potential benefit/cost of health and safety practices.

The second part of this unit would identify hazards in the workplace, ways to minimise the risks and procedures to deal with them such as slips, trips and falls; manual handling; machinery/equipment; hazardous substances; fires and explosions and finally, electricity. Tutors should highlight the fact that slips and trips are the main single cause of accidents in the hospitality and catering industry, accounting for 50% of all major accidents. The key messages for preventing slips accidents are;

- See it Sort it – clean up all spills immediately
- Slips and trips are not a laughing matter and can cause serious accidents.

The third outcome looks at the hazards and risk assessment in the workplace. The learners also need to know the steps involved in the risk assessment process and its benefits. In addition, the learners must be aware of accident procedures, the functions of PPE and the types of safety signs.

The final outcome is concerned with the awareness of maintaining a healthy and safe workplace and the procedures for reporting accidents and emergencies.

The teaching could be supplemented by inviting visiting speakers such as Health and Safety Executives and local Environmental Health Officers to discuss 'real' cases and legal implications. Local Authorities and the Health and Safety Executive inspect catering premises to enforce health and safety legislation and can also provide advice on health and safety matters. The HSE have produced a number of Catering Information Sheets that can be downloaded free from the website:

*Information Sheet No 6 (revised) Preventing slips and trips in kitchens and food service*

*Information Sheet No 24 Preventing back pain and other aches and pains to kitchen and food service staff.*

*Information Sheet No 17 (revision 2) Safety during emptying and cleaning of fat fryers*

*Information Sheet No 22 Safe use of cleaning chemicals in the hospitality industry*

*HSE Food Sheet No 17 Occupational dermatitis in the catering and food industries*

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>1</b>
<b>GLH:</b>	<b>7</b>

### Unit aim

The aim of this unit is to enable the learner to develop knowledge and understanding of the importance of good health and the principles of a balanced diet and to apply best practice in the preparation, cooking and serving of dishes, to ensure that changes in nutritional value are minimised.

There is also an emphasis in this unit on special diets and their causes and effects on individuals. Best practice in the preparation, cooking and serving of special diets is encouraged whilst developing an awareness of the responsibility of food providers to inform customers of the content of products or dishes.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the principle of balanced diets
2. Understand how to plan and provide special diets

### Guided learning hours

It is recommended that **7** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit has potential links to the Hospitality NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

### Assessment

This unit will be assessed by:  
an assignment covering practical skills and underpinning knowledge.

## **Unit 704 Healthier foods and special diets**

### **Outcome 1 Understand the principle of balanced diets**

#### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. Outline current **government nutritional guidelines** for a healthy diet
2. State the **sources** of **essential nutrients**
3. Describe the **impact** of diet on health
4. Describe the **catering practices** that help maintain the nutritional value of food.

#### **Range**

#### **Government nutritional guidelines**

These are subject to change, however, the following sources are currently available: British Nutrition Foundation, Department of Health, Ministry of Food and Fisheries, Food Standards Agency.

#### **Sources**

Food items – Bread and other cereals, Fruit and vegetables, Dairy products, meat, fish, pulses, foods containing fat, foods containing sugar

#### **Essential nutrients**

Carbohydrates, starches, fibre, protein, fat (including fatty acids), vitamins A, B, C, D, E, folic acid, calcium, iron.

#### **Impact**

Negative

Heart disease, strokes, obesity, diabetes, malnutrition, tooth decay, high blood pressure

Positive

Lower cholesterol, reduce the risk of heart disease and obesity

#### **Catering practices**

Preparation (eg trimming fat); use of healthier cooking methods (eg use of alternatives to fats and oils, or cooking methods that do not require the use of fats and oils, such as, steaming instead of boiling to preserve vitamins, grilling instead of frying); service minimal holding times.

## **Unit 704      Healthier foods and special diets**

Outcome 2      Understand how to plan and provide special diets

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. Outline the main features of **special diets**
2. Describe the **impact** of special diets on health
3. Describe **catering practices** to be considered when planning and providing meals for those on **special diets**.

### **Range**

#### **Special diets**

Vegetarian, vegan, religious/cultural (kosher, halal), medically related, allergies and intolerance, life stages (eg Children, expectant mothers, and elderly)

#### **Impact**

Negative:

Lack of nutrients, rickets, anaemia, insomnia, irritability, hair loss, poor appetite.

Positive:

Lower cholesterol, reduced risk of heart disease and obesity.

#### **Catering practices**

Interpreting information on labels, adjusting menus and recipes, substitution of ingredients, separation of food items and equipment, clear labelling of food, communication with staff and customers, providing a balanced healthy diet.

## **Unit 704      Healthier foods and special diets**

### **Notes for guidance**

Learners working towards this unit at Level 2 are likely to have some knowledge about the importance of healthy eating. They will be familiar with the importance and functions of various nutrients, food groups and sources of nutrients. The teaching of this unit is to broaden the coverage including the importance of good health and the features of balanced and special diets. The focus will also be on the depth of learning to encompass the changes in nutrient value of food resulting from different cooking methods.

This unit should be delivered in two parts.

The emphasis of the first outcome should be on developing an understanding of the importance of good health and the principles of a balanced diet. In addition, learners should develop an awareness of the sources of various nutrients and their importance in planning balanced diets and the nutritional needs of various groups of people. The impact of food preparation, cooking and service on the different nutrients of food should also be highlighted to learners.

The focus of the second outcome should be on understanding the various types of special diet, their causes and effects and the main features of each. Learners should also be made aware of the best practices in the preparation, cooking and service of special diets.

It would be useful to develop links with the British Nutrition Foundation and Food Standards Agency. They can offer assistance in providing current and relevant information to learners. The lectures could be supplemented with speakers, such as dieticians from the Health Services.

# Unit 705      Catering operations, costs and menu planning

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>40</b>

## **Unit aim**

The aim of this unit is to provide the basic knowledge about kitchen organisation and the principles of menu planning. It will also increase awareness about the costing of dishes, and the elements of costs to be considered when calculating selling prices. The unit also provides the opportunity for learners to undertake the practical application of calculating gross and net profits and setting selling prices for menus and dish items.

## **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Understand the organisation of kitchens
2. Be able to plan and prepare menus for catering operations
3. Understand basic costs associated with the catering industry
4. Be able to apply basic calculations used in catering operations

## **Guided learning hours**

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit has potential links to the Hospitality NOS.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism

## **Assessment**

This unit will be assessed by:

an assignment covering practical skills and underpinning knowledge.



# Unit 705 Catering operations, costs and menu planning

## Outcome 1 Understand the organisation of kitchens

### Assessment criteria

#### Underpinning knowledge

The learner can:

1. Describe the structure of a 'partie system'
2. Identify **current trends** in food production operations
3. Explain the **importance of kitchen layout** to promote good work flow in relation to **food production systems**
4. Describe the **importance of correct work flow** in **catering operations**
5. Outline the **staffing hierarchy** in a traditional kitchen
6. Describe the **responsibilities of specific job roles** in a traditional kitchen organisation
7. State the **reasons for good working relationships** within the kitchen and food service department.

#### Range

##### Current trends

Technological changes, social changes, speed of service, food technology developments.

##### Importance of kitchen layout

To comply with legislation (health and safety, food safety), efficiency (time and motion).

##### Food production systems

Fast food production system, à la carte menu partie system, self service counter system.

##### Importance of correct work flow

To establish communication between departments, to improve efficiency, better quality of finished products, reduce risk of accidents, to promote good health and safety and food safety practice, to provide a better service to the customer.

##### Catering operations

Hotels, restaurants, hospitals, industrial catering, school meals.

##### Staffing hierarchy

Head chef, sous chef, chef de partie, commis chef.

##### Responsibilities of specific job roles

Chef de partie & commis chef (responsible for setting tasks in accordance with standard operating procedures); sous chef (supervision of staff and tasks, supervision of food safety and health and safety practices, quality control, deputising in the absence of the head chef); head chef (management of staff, implementation of food safety and health and safety legislation and practices, menu planning, costing, ordering stock, staff rota, staff training).

##### Reasons for good working relationships

To improve efficiency of the operation, to contribute to high morale of staff, to develop good communication, to improve productivity of staff, to aim for a consistently high quality of food products, to provide a better service to the customer.

## **Unit 705      Catering operations, costs and menu planning**

**Outcome 2      Be able to plan and prepare menus for catering operations**

### **Assessment criteria**

#### **Underpinning knowledge**

The learner can:

1. Describe menus for different types of **meal occasion**
2. Interpret menus for food production
3. Explain the **importance of the menu** for food production and food service
4. Discuss the **factors to be considered** in the planning of menus
5. Identify the **technical terminology** used in menu planning.

### **Range**

#### **Meal occasion**

Afternoon tea, table d'hôte, à la carte, dessert menus, function menus, speciality menus, ethnic menus, traditional menus, lunch/dinner menus.

#### **Importance of the menu**

Means of communication between the customer and a caterer, planning tool (a blueprint for a catering organisation), legal requirement to inform customers about pricing and various inclusions such as VAT and service charge.

#### **Factors to be considered**

Type of customers, price being charged, availability of food commodities, equipment available, staff availability, space available, type of organisation, season.

#### **Technical terminology**

Table d' hôte, à la carte, hors d'oeuvres, potage, entrée, releve, fromage, farinaceous.

## **Unit 705      Catering operations, costs and menu planning**

**Outcome 3      Understand basic costs associated with the catering industry**

### **Assessment criteria**

#### **Practical skills**

The learner can:

1. Calculate costs and quantities relevant to simple activities in **catering operations**
2. Display the **basic numeracy skills** using calculator and manual methods based on metric measurements
3. Calculate percentages to achieve a set gross profit

#### **Underpinning knowledge**

The learner can:

1. Explain the **importance of food costs** within **catering operations**
2. Describe the **factors which must be monitored** to control food costs and profit.

### **Range**

#### **Catering operations**

Hotels, restaurants, hospitals, industrial catering, school meals.

#### **Basic numeracy skills**

Addition, subtraction, multiplication, division.

#### **Importance of food costs**

Maintain gross profit percentage, achieve the set net profit required.

#### **Factors which must be monitored**

Sourcing and purchasing food commodities, quality of food commodities, control of food commodities, accurate weighing and measuring, preparation and cooking losses, wastage control.

## **Unit 705      Catering operations, costs and menu planning**

**Outcome 4      Be able to apply basic calculations used in catering operations**

### **Assessment criteria**

#### **Practical skills:**

The learner can:

1. Calculate the food cost of dishes and determine the food cost per portion of dishes
2. Determine the selling price of different **types of dish and menu** at specific percentages of gross and net profit.

#### **Underpinning knowledge**

The learner can:

1. Describe the **elements of cost** associated with **catering operations**
2. Explain the terms 'gross profit' and 'net profit'
3. Discuss **factors to be considered** to ensure that the agreed net profit is achieved.

### **Range**

#### **Types of dish**

Starters and soups, meat and poultry dishes, egg and fish dishes, pasta and vegetable dishes, desserts and savoury dishes.

#### **Types of menus**

Breakfast, lunch, afternoon tea, dinner.

#### **Elements of cost**

Food, labour, overheads (gas, electricity, rates, servicing, advertising).

#### **Catering operations**

Hotels, restaurants, hospitals, industrial catering, school meals.

#### **Factors to be considered**

Food costs (purchasing, storage, preparation, cooking and service), labour costs (direct and indirect), overhead costs (services, maintenance, repairs and sundry expenses).

## **Unit 705      Catering operations, costs and menu planning**

### **Notes for guidance**

The unit has three main sections: catering operations, menu planning and costing.

Outcome 1 looks at the organisational structure of kitchens and the future trends in food production operations. Educational visits for learners to a variety of catering operations such as hotels, restaurants, fast food operations, hospitals, industrial catering operations are strongly recommended. The emphasis on these visits should be to review kitchen layouts, staffing structures and food production systems. Activities such as designing a food production unit for a specific catering sector would embed the knowledge and highlight the importance of good working relationships between the team members. A practical exercise to predict the future trends in food production operations would be an ideal opportunity to encourage individuals to develop logical, analytical and creative skills. Aspects of the learning for this unit could be integrated with Unit 201 Investigate the catering and hospitality industry.

During educational visits learners should also gather information on menu planning as covered in Outcome 2. The teaching of menu planning should be related to practical work in the food preparation area.

Outcomes 3 and 4 focus on the calculation of costs and percentages to determine gross profit, net profit and selling price of dishes.

Formal lectures should be kept to a minimum and use made of learners' participation in class discussions, independent learning activities, case studies and projects.

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>40</b>

### Unit aim

Stocks, soups and sauces are the key building blocks of many dishes and an understanding of them is essential for any chef. The aim of this unit is to equip learners with the knowledge and skills required to prepare, cook and store stocks, soups and sauces.

Learners will also be expected to apply the working methods they have learnt in units 620 Food safety in catering and 703 Health and safety in catering and hospitality.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook stocks
2. Be able to prepare and cook soups
3. Be able to prepare and cook sauces

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit has potential links to the Hospitality NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

### Assessment

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

# Unit 707 Prepare and cook stocks, soups and sauces

## Outcome 1 Be able to prepare and cook stocks

### Assessment criteria

#### Practical skills

The learner can:

1. Demonstrate the correct use of **equipment** to prepare, cook and store stocks
2. Prepare ingredients for making stock
3. Cook different **types of stock** (fresh)
4. Apply **quality points** to each stage of the process
5. Demonstrate **safe and hygienic practices**
6. Evaluate the finished product.

#### Underpinning knowledge

The learner can:

1. Identify different **types of stock**
2. State the **uses of stock**
3. Explain the **quality points** in preparing and cooking stocks
4. Identify the **preparation principles** for stocks
5. Explain why different stocks require different cooking times
6. State the cooking times of different stocks
7. Identify the **cooking and chilling principles** for stocks
8. Identify correct **storage procedures** for stock.

#### Range

#### Equipment

Boards, cutting equipment, stock pot, strainers, containers, blast chiller, refrigerator, freezer.

#### Types of stock

White (beef, chicken, fish, vegetable), brown (beef, chicken, veal, vegetable).

#### Quality points

Preparation (freshness, size of ingredients, colour), cooking (fat and impurity free, clear stock, taste, aroma).

#### Safe and hygienic practices

Clean as you go, organisational standards, legislation.

#### Uses of stock

Soups, sauces, gravy, braising/stewing liquid.

#### Preparation principles

Correct use of ingredients (bones, vegetables, herbs, liquid), browning, blanching.



**Cooking and chilling principles**

Cooking (simmering, skimming, straining, reduction), chilling (blast chill, ice water bath, chill to below 5°C within 90 minutes).

**Storage procedures**

Temperatures, date, labelling, covered, position, stock rotation.

## **Unit 707      Prepare and cook stocks, soups and sauces**

### **Outcome 2      Be able to prepare and cook soups**

#### **Assessment criteria**

##### **Practical skills**

The learner can:

1. Demonstrate the correct use of **equipment** to prepare, cook and store soups
2. Prepare ingredients for making soup according to recipe or dish requirements
3. Cook different **types of soup**
4. Demonstrate finishing methods and present with appropriate accompaniments
5. Apply **quality points** to each stage of the process
6. Demonstrate safe and hygienic practices
7. Evaluate the finished product.

##### **Underpinning knowledge**

The learner can:

1. Identify the different **types of soup**
2. Explain the **quality points** in preparing and cooking soups
3. Identify **preparation and cooking principles** for soups
4. Identify appropriate **finishing methods and accompaniments** for soup.

##### **Range**

##### **Equipment**

Sauce pans, spoons, knives, boards, strainers, ladles, serving equipment.

##### **Types of soup**

Roux (eg velouté, cream), potage (eg minestrone, French onion), fish/shellfish (bisque, chowder), chilled (eg gazpacho, vichysoisse), purée (eg lentil, potato, vegetable), broth (scotch, mutton).

##### **Quality points**

Preparation (freshness, proportion and ratio of ingredients for the required portions, quantity).

Cooking (colour, consistency, temperature, time, appearance, taste, aroma).

##### **Preparation and cooking principles**

Preparation principles (cuts of vegetables/meat/fish/cheese, weighing and measuring).

Cooking principles (sweating, mixing, simmering, skimming, temperature control, straining).

##### **Finishing methods and accompaniment**

Finishing methods (monter au beurre, liaison, garnish, herbs, cream), accompaniments (croutons/flutes, parmesan, croutes).

## Unit 707 Prepare and cook stocks, soups and sauces

### Outcome 3 Be able to prepare and cook sauces

#### Assessment criteria

##### Practical skills

The learner can:

1. Demonstrate the correct use of **equipment** to prepare, cook and store sauces
2. Prepare ingredients for making sauces according to recipe and dish requirements
3. Produce different **types of sauces**
4. Demonstrate finishing methods
5. Apply **quality points** to each stage of the process
6. Demonstrate safe and hygienic practices
7. Evaluate the finished product.

##### Underpinning knowledge

The learner can:

1. Identify different **types of sauces**
2. Identify sauce and dish **combinations**
3. Explain the **purpose** of sauces
4. Explain the **quality points** in preparing and cooking sauces
5. Identify the **preparation/cooking principles** for sauces
6. Describe the **skills** needed to check and finish sauces
7. Identify correct **storage procedures** for sauces.

##### Range

##### Equipment

Saucepans, spoons, knives, boards, strainers, ladles, serving equipment.

##### Types of sauces

Roast (veal, beef, pork, béchamel derivatives, veloutés derivatives, jus lié/brown sauces derivatives), purées (fruits/vegetables/herbs), reductions (wine, stocks, cream), miscellaneous (bread, tomato).

##### Quality points

Freshness, proportion of ingredients, quantity, colour, consistency, temperature, time, appearance, taste, aroma, sheen, texture, lightness.

##### Combinations

Bread-crumbed fish/tartare sauce, roast beef/horseradish, roast lamb/mint sauce, battered fish/tomato sauce.

##### Purpose

Provide a contrast/compliment taste, colour and texture. Enhance nutritional value and digestion.

##### Preparation/cooking principles

Weighing and measuring, knife skills, sweating/frying, mixing, simmering, reducing, skimming, temperature control, straining, whisking.

### **Skills**

Amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon), adjust flavouring (meat glaze, soy sauce, Worcester sauce, tomato/mushroom ketchup, sweet chilli), correct seasoning (salt/spices), adjust temperature (all relevant range items).

### **Storage procedures**

Temperatures, date, labelling, covered, position, stock rotation.

# Unit 708      Prepare and cook fruit and vegetables

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>40</b>

## **Unit aim**

The aim of this unit is to enable the learner to develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking fruit and vegetables to produce dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge.

Learners will also be expected to apply the working methods they have learnt in units 620 Food safety in catering and 703 Health and safety in catering and hospitality.

## **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare fruit and vegetables
2. Be able to cook fruit and vegetables

## **Guided learning hours**

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit has potential links to the Hospitality NOS.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

## **Assessment**

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

# Unit 708 Prepare and cook fruit and vegetables

## Outcome 1 Be able to prepare fruit and vegetables

### Assessment criteria

#### Practical skills

The learner can:

1. Check that **fruit, vegetables** and accompanying ingredients are of the correct type, quantity and quality
2. Demonstrate the correct use of **tools and equipment** to prepare **fruit and vegetables**
3. Peel, wash or trim **fruit and vegetables** and prepare according to dish specifications
4. Store prepared **fruit and vegetables** appropriately prior to cooking if required
5. Assemble vegetables prior to cooking
6. Demonstrate **safe and hygienic practices**.

#### Underpinning knowledge

The learner can:

1. Identify commonly used **fruit and vegetables**
2. Identify the **seasons** for commonly used **fruit and vegetables**
3. Group fruit and vegetables into **classifications**
4. Identify the **quality points** for **fruit and vegetables**
5. Identify correct **storage procedures** for fruit and vegetables to maintain quality, nutrients and the reduction of waste
6. State the most commonly used **preparation methods** for fruit and vegetables
7. Identify **additions and coatings** used when preparing vegetables for cooking
8. State the **preservation methods** for fruit and vegetables.

### Range

#### Fruit

Soft (strawberry, raspberry, blackberry, currants (red and black), gooseberry); hard (apple, pear); stoned (plum, damson, peach, apricot); citrus (orange, lemon, grapefruit); tropical and other (banana, pineapple, mango, melon, pawpaw).

#### Vegetables

Root (carrot, turnip, parsnip, swede, celeriac); tuber (potato, sweet potato); bulb (onion, garlic, leek); leaf and brassica (lettuce, cabbage, sprout); pod and seed (pea, bean, sweet corn); nuts (almond, walnut, hazel, brazil, coconut); vegetable fruit (tomato, cucumber, pepper); stem and shoot/sprouting (asparagus, celery, bean sprouts); fungi and mushrooms (wild and cultivated); flower (cauliflower, broccoli); squash (courgette, pumpkin); vegetable protein (soya - tofu, tempeh); mycoprotein (quorn); seaweed/sea vegetables (kelp, laver, wakame, arame, nori, dulse).

#### Tools and equipment

Knives, boards, trays, bowls, graters, mandolin, moulds.

**Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

**Seasons**

Spring, summer, autumn, winter, all year round.

**Classifications**

Vegetables (roots, tubers, bulbs, leaves and brassicas, pods and seeds, fruits, stems and shoots, fungi, flower, squash, vegetable protein, mycoprotein), fruits (soft, hard, stoned, citrus, tropical and other).

**Quality points**

Clean, mould and blemish free, firm or crisp, correct colour, even size and shape, age and tenderness, undamaged packaging.

**Storage procedures**

Temperature, date, labelling, covering, position, stock rotation.

**Preparation methods**

Wash and sort, peel skin (raw and cooked), trim, scrape, shape, dice, slice, cut, chop, grate, crush, score, shred, deseed, core, segment, coat, stuff, layer and mix, blanch, soak, concassè, season, marinade, tie, and portion.

**Additions and coatings**

Additions – stuffings/duxelles, rice, nuts, fruit, herbs, spices, oils.

Coatings - milk and flour/flour, egg and breadcrumbs, batters.

**Preservation methods**

Chilling, vacuum packing, blanching, freezing, drying, pickling, canning, bottling.

# Unit 708 Prepare and cook fruit and vegetables

## Outcome 2 Be able to cook fruit and vegetables

### Assessment criteria

#### Practical skills

The learner can:

1. Demonstrate the correct use of tools and prepare equipment to cook **fruit and vegetables**
2. Cook and assemble **fruit and vegetables** to dish specifications using appropriate skills
3. Hold and serve cooked fruit and vegetables
4. Store vegetables safely after cooking if appropriate
5. Demonstrate **safe and hygienic practices**.

#### Underpinning knowledge

The learner can:

1. Identify suitable **tools and equipment** to cook **fruit and vegetables**
2. Identify **cooking methods** for **fruit and vegetables**
3. Identify cooking **liquids and sauces**
4. Explain the **cooking principles** for **fruit and vegetables**
5. Explain the **actions** to be carried out to check the quality of **fruit and vegetable** dishes
6. Describe **finishing and garnishing** requirements for **fruit and vegetable** dishes
7. Explain how cooked **fruit and vegetables** should be **held correctly for service**
8. Explain how cooked **fruit and vegetables** should be **stored correctly** after cooking.

### Range

#### Fruit

Soft (strawberry, raspberry, blackberry, currants (red and black), gooseberry), hard (apple, pear), stoned (plumb, damson, peach, apricot), citrus (orange, lemon, grapefruit), tropical and other (banana, pineapple, mango, melon, pawpaw).

#### Vegetables

Root (carrot, turnip, parsnip, swede, coeleriac); tuber (potato, sweet potato), bulb (onion, garlic, leek) leaf and brassica (lettuce, cabbage, sprout); pod and seed (pea, bean, sweet corn, nuts); vegetable fruit (tomato, cucumber, pepper); stem and shoot/sprouting (asparagus, celery, bean sprouts); fungi (mushrooms - wild and cultivated)); flower (cauliflower, broccoli); squash (courgette, pumpkin); vegetable protein (soya - tofu, tempeh); mycoprotein (quorn); seaweed/sea vegetables (kelp, laver, wakame, arame, nori, dulse).

#### Safe and hygienic practices

Clean as you go, organisational standards, legislation.

#### Tools and equipment

Fryers, braising pots, trays, saucepans.



## **Cooking methods**

Wet:

Boiling (whole, portioned, cut), poaching (whole, portioned), steaming (whole, portioned, cut), braising (whole, trimmed, white-celery, brown onion), stewing (whole, halved, cut).

Dry:

Roasting (whole, portioned, cut), grilling (sliced, halved, stuffed), shallow and deep fried (whole, portioned, cut), baking (whole, portioned, stuffed, cut).

## **Liquids and sauces**

Fruit (syrup, wine, water); vegetables (béchamel derivatives, oils, vinegars, lemon juice, tomato, jus lié).

## **Cooking principles**

Methods of cookery, temperature control, cooking times, holding times and temperature, visual checks ie colour of cooked vegetables, testing to see if vegetables are cooked, flavour, texture, portioning.

## **Actions**

Tests to see if cooked, touch, temperature, visual.

## **Finishing and garnishing**

Correcting seasoning, checking the consistency of an accompanying sauce, garnishing appropriately, gratinate, glaze, meeting recipe requirements.

## **Held correctly for service**

Hot, cold, reheat.

## **Stored correctly**

Temperature, date, labelling, covering, position, stock rotation.

# Unit 709      Prepare and cook meat and offal

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>8</b>
<b>GLH:</b>	<b>60</b>

## Unit aim

The aim of this unit is to provide learners with a rounded experience in preparing and cooking meat and offal dishes. They will learn to recognise the quality points of meat and offal with emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking.

The unit focuses on the production of dishes, using suitable tools and equipment and producing finished dishes using a range of commodities and ingredients.

Learners will also be expected to apply the working methods they have learnt in units 620 Food safety in catering and 703 Health and safety in catering and hospitality.

## Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

Be able to prepare meat and offal

Be able to cook meat and offal

## Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## Details of the relationship between the unit and relevant national standards

This unit has potential links to the Hospitality NOS.

## Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

## Assessment

This unit will be assessed by:

assignments covering practical skills

a written test covering underpinning knowledge.

## **Unit 709      Prepare and cook meat and offal**

### **Outcome 1      Be able to prepare meat and offal**

#### **Assessment criteria**

##### **Practical skills**

The learner can:

1. Demonstrate the correct use of **tools** and **equipment** to prepare **meat** and **offal**
2. Demonstrate **preparation skills** for **meat** and **offal** according to dish specification
3. Demonstrate portion control with **cuts of meat and offal**
4. Apply flavourings to **joints/cuts of meat and offal**
5. Line appropriate moulds/basins or shape **pastes** according to dish specifications
6. Apply **coatings** to cuts of meat and types of offal
7. Demonstrate **safe and hygienic practices**
8. Undertake correct **storage procedures** for **meat** and **offal**.

##### **Underpinning knowledge**

The learner can:

1. Identify **types of meat and offal**
2. Explain the **quality points** of **meat** and **offal**
3. State the most commonly used **joints and cuts of meat and offal**
4. Describe methods used for **preservation of meat and offal**
5. Describe the advantages/disadvantages of **preservation** methods
6. Explain **portion sizes/weights** of **meat** and **offal**
7. State the correct temperature for storing meat and offal.

#### **Range**

##### **Tools/equipment**

Knives, boards, trays, bowls, moulds.

##### **Meat**

Fresh and preserved (smoked, salted, pickled), beef, lamb, veal, pork, bacon.

##### **Offal**

Liver, kidney and other commonly used offal.

##### **Preparation skills - meat**

Skinning (best ends of lamb, loin of pork); scoring (pork rind); boning (ham hock, shoulder of lamb); trimming (bones, fat and removal of connective tissue/elastin); slicing (emincés, stir fries); dicing (pies, pasties, stews, sautés); mincing (bitocks, forcemeats); stuffing (shoulder of lamb); tying/securing (breast of pork, beef olives).

**Preparation skills - offal**

Skinning (liver, kidneys, oxtail); boning (tongue, trotters, de-segmenting oxtail); trimming (fat, gristle, tubes, remove bile); slicing (sliced thin or cut emincé); dicing (steak & kidney pies, suet puddings); grinding (fine patés); mincing (patés, faggots); stuffing (hearts, kidneys); tying/securing (hearts, kidneys).

**Joints/cuts of meat**

Beef (sirloin, fillet, rump, foreribs, topside, chuck); lamb (legs, shoulder, loins, rack/best end); pork (loin, leg, shoulder, fillet); bacon (back, streaky, gammon); veal (cushion, loin, cutlets).

**Pastes**

Suet, short, puff.

**Coatings**

Milk and flour/flour, egg and breadcrumbs, batters.

**Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

**Storage procedures**

Temperature (fresh/frozen), date, labelling, covered, position, stock rotation.

**Quality points**

Meat compaction, texture, smell, colour, marbling, fat, bone, age, appearance of meats/offal.

**Preservation of meats and offal**

Chilling, vacuum packing, freezing, salting, pickling, smoking, canning.

**Portion**

Cuts of meat/offal, diced meat/offal.

## Unit 709 Prepare and cook meat and offal

### Outcome 2 Be able to cook meat and offal

#### Assessment criteria

##### Practical skills

The learner can:

1. Select correct **tools and equipment** used in the cooking and/or use of fresh/preserved meat and offal
2. Apply appropriate **cooking methods** and **principles** to **meat** and **offal**
3. Make **sauces, coulis, gravies** and **jus** for **meat** and **offal** dishes
4. Prepare **dressings** for **meat** and **offal** dishes
5. Make appropriate **flavoured butters/oils** for **meat** and **offal** dishes
6. Prepare **garnishes and accompaniments** for **meat** and **offal** dishes
7. Apply finishing **skills** to meat and offal dishes
8. **Assemble dishes** according to dish specifications
9. Demonstrate **safe and hygienic practices**
10. Evaluate the finished dish/dishes.

##### Underpinning knowledge

The learner can:

1. Identify **tools and equipment** used in the cooking of **meat** and **offal**
2. Explain suitable **cooking methods** for joints or cuts of **meat** and **offal**
3. Explain reasons for applying **cooking principles** to **meat** and **offal**
4. Explain how to determine when **meat** and **offal** are cooked
5. Describe the **skills** needed to check and finish the dish to specification.

#### Range

##### Tools and equipment

Pans, trays, spatulas, whisks, strainers, tongs, spoons, ladles, knives, bain Marie, stoves, grills (over and under fired), ovens, fryer, hot plates, cold and frozen storage.

##### Cooking methods

Dry - roast (best ends of lamb, rolled and stuffed breast of pork); grill (pork chops, rib eye steaks, kebabs - lambs liver, lambs kidneys); shallow fry (stir fried beef, pork escalopes, lamb medallions - veal liver, pork kidneys - pané); deep fry (croquettes, tempuras, samosas, sweet & sour pork – croustilles/kromeskijs - pigs caul); bake (steak and kidney pies, pasties, patés -Bain Marie).

Wet - boil (fresh and salted - silverside of beef, hocks of bacon), bones (stocks) tongue, tripe; poach (fillet of beef); steam (steak and kidney puddings, terrines); stew (navarins, ragoûts, blanquettes, fricassées, curries, chilli con carne); braise (beef olives, carbonades, hot pots, casseroles - hearts, oxtail, ox liver, ox tongue); combination (hams).

## **Cooking principles**

Brown (bakes, coatings); blanch (bones and appropriate meat/offal); cook without applying colour (stews, sautés); sear to colour (stews, braised dishes, grills, roasts, sautés, stir fries); de-glaze (wines, stocks); thicken sauces (three roux, beurre manie, cornflour, purées); simmer and skim (sauces, gravies, broths, stocks, thickened gravies); basting; roasting, braising; glazing (pies, pasties, braising, grilling, baking).

## **Meat**

Beef, lamb, pork, bacon, veal.

## **Offal**

Liver, kidney and other commonly used offal.

## **Sauces, coulis, gravies, jus**

Roast (veal, beef, pork), béchamel derivatives, veloutés derivatives, jus lié/brown sauces derivatives, emulsified (butter, oils), purées (fruits/vegetables/herbs), reductions (wine, stocks, cream), miscellaneous (bread, tomato).

## **Dressings**

Vinaigrettes, raitas, chutneys, pickles, jellies, confits, salsa, pesto, tapenade.

## **Flavoured butters/oils**

Herbs, spices.

## **Garnishes and accompaniments**

Doughs/pastes/batters (Yorkshire puddings, tartlets, pastas, tortillas, poppadums, naan bread, chapatis, pancakes, polenta, gnocchi, dumplings); potatoes (straw, chips, game, mash, turned/shaped, piped); vegetables (French cuts, turned, shaped, mash/purées, champs salads, herbs, fruits, sprouts, pulse); bread (stuffings, croutons, croutés); grains/seeds/nuts (rice, sesame, almonds), other.

## **Skills**

Remove skin/bone; amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon); adjust flavouring (meat glaze, soy sauce, Worcester sauce, tomato/mushroom ketchup, sweet chilli); correct seasoning (salt/spices); adjust temperature (all relevant range items).

## **Assemble dishes**

Portion meat/offal (carve, slice, de-mould); arrange meat/offal; incorporate garnishes; check overall dish balance; sauce (drizzle, mask, flood, glaze, cordon); ensure plates/serving dishes are clean and at the right temperature; check serving temperatures - hot, warm, cold.

## **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

## Unit 710

## Prepare and cook poultry

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>40</b>

### Unit aim

The aim of this unit is to provide learners with a sound, rounded experience in preparing and cooking poultry dishes. They will learn to recognise the quality points of poultry and the most commonly used cuts with emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking. 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.

Learners will also be expected to apply the working methods they have learnt in units 620 Food safety in catering and 703 Health and safety in catering and hospitality.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare poultry
2. Be able to cook poultry

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit has potential links to the Hospitality NOS.

### Support of the unit by a sector or other appropriate body (if required, otherwise omit)

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

### Assessment

This unit will be assessed by:

assignments covering practical skills  
a written test covering underpinning knowledge.

# Unit 710 Prepare and cook poultry

## Outcome 1 Be able to prepare poultry

### Assessment criteria

#### Practical skills

The learner can:

1. Demonstrate the correct use of **tools and equipment** to prepare **poultry**
2. Demonstrate **preparation skills** for **poultry** according to dish specification
3. Demonstrate portion control with **cuts of poultry**
4. Apply **flavourings** to **cuts of poultry**
5. Apply **coatings** to **cuts of poultry**
6. Demonstrate **safe and hygienic practices**
7. Undertake correct **storage procedures** for **poultry**.

#### Underpinning knowledge

The learner can:

1. Identify different types of **poultry**
2. Explain the **quality points** of poultry
3. State the most commonly used **cuts of poultry**
4. Describe methods used for **preservation of poultry**
5. Describe the advantages/disadvantages of **preservation** methods
6. Explain portion sizes/weights of poultry
7. State the correct temperature for storing poultry.

#### Range

#### Tools and equipment

Knives, boards, trays, bowls, moulds.

#### Poultry

Chicken, turkey, guinea fowl, duck, goose.

#### Preparation skills

Skinning (breast chicken/duck), trimming – bones/fat/sinus, boning legs of poultry, slicing, éminces (stir fry), dicing (pies), mincing (forcemeats), stuffing neck cavities, trussing poultry.

#### Cuts of poultry

Whole (roast), breasts, legs (confit), sauté, suprêmes, thighs, drumstick, escalopes, strips/dice, flat (grill).

#### Flavourings

Herbs, seasonings, spices, vegetables, fruits, nuts, mixed spice pastes, purées, marinades (wines, vinegars, oils, herbs, spices/yoghurt, lemon juice, herbs, spices/soy sauce based etc), pastes (short, puff).



**Coatings**

Milk and flour/flour, egg and breadcrumbs, batters.

**Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

**Storage procedures**

Temperature (fresh/frozen), date, labelling, covered, position, stock rotation.

**Quality points**

Pre-preparation (aroma, freshness, type, size, damage, colour, packaging, temperature, texture, water content).

During preparation (cut to specification, minimal waste, trimmed, quantity).

**Preservation of poultry**

Chilling, vacuum packing, freezing, smoking, canning.

# Unit 710 Prepare and cook poultry

## Outcome 2 Be able to cook poultry

### Assessment criteria

#### Practical skills

The learner can:

1. Demonstrate the correct use of **tools and equipment** to cook **poultry**
2. Apply appropriate **cooking methods** and **principles** to poultry
3. Make **sauces, coulis, gravies and jus** for poultry dishes
4. Prepare **dressings** for poultry dishes
5. Make appropriately **flavoured butters/oils** for poultry dishes
6. Prepare **garnishes and accompaniments** for poultry dishes
7. Apply finishing **skills** to **poultry** dishes
8. **Assemble dish** according to dish specifications
9. Demonstrate **safe and hygienic practices**
10. Evaluate the finished dish.

#### Underpinning knowledge

The learner can:

1. Identify **tools and equipment** used to cook different types of **poultry**
2. Identify suitable **cooking methods** for poultry
3. Explain reasons for applying **cooking principles** to poultry
4. Explain how to determine when **poultry** is cooked
5. Describe the **skills** needed to check and finish the dish to specification.

#### Range

#### Tools and equipment

Most appropriate, size, type, material.

#### Poultry

Chicken, turkey, guinea fowl, duck, goose.

#### Cooking methods

Dry - Roast (whole poultry), grill (flatten chicken, kebabs), shallow fry (escalopes, suprêmes (pané), chicken sauté), deep fry (southern fried, croquettes), bake (chicken and ham pies)

Wet - Poach (chicken suprêmes), stew (fricassees, curries), braise (duck legs), combination.

#### Cooking principles

Brown (coatings); cook without applying colour (sautés, stews); sear to colour (stews, braised); dishes (grills, roasts, sautés, stir fries); de-glaze (wines, stocks); thicken sauces (first and second stage roux, beurre manié, cornflour, purées); simmer and skim (gravies, broths, stocks, thickened gravies ); basting (roasting, braising); glazing (pies, pasties, chicken, braising, grilling).

### **Sauces, coulis, gravies, jus**

Roast (chicken), béchamel derivatives, veloutés derivatives, jus lié/brown sauces derivatives emulsified (butter, oils), purées (fruits/vegetables/herbs), reductions (wine, stocks, cream), miscellaneous (bread, tomato).

### **Dressings**

Vinaigrettes, raitas, chutneys, pickles, jellies, confits, salsa, pesto, tapenade.

### **Flavoured butters/oils**

Herbs, spices.

### **Garnishes and accompaniments**

Doughs/pastes/batters (tartlets, pastas, tortillas, poppadums, naan bread, chapatis, pancakes, polenta, gnocchi, dumplings); potatoes (straw, chips, game, mash, turned/shaped, piped); vegetables (french cuts, turned, shaped, mash/purées, champs salads, herbs, fruits, sprouts, pulse); bread (stuffings, croutons, croutes), grains/seeds/nuts (rice, seame, almonds), other.

### **Assemble dishes**

Portion poultry (carve, slice, de-mould); arrange poultry; incorporate garnishes; check overall dish balance; sauce (drizzle, mask, flood, glaze, cordon); ensure plates/serving dishes are clean and at the right temperature; check serving temperatures (hot, warm, cold).

### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

### **Skills**

Remove skin and bone; amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon); adjust flavouring (poultry glaze, soy sauce, Worcester sauce, tomato or mushroom ketchup, sweet chilli); correct seasoning (salt/spices); adjust temperature (all relevant range items).

# Unit 711      Prepare and cook fish and shellfish

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>40</b>

## Unit aim

The aim of this unit is to provide learners with a sound, rounded experience in preparing and cooking fish and shellfish dishes. They will learn to recognise the quality points of fish and shellfish with emphasis on safe and hygienic practices when preparing and cooking fish and shellfish. Emphasis is placed on the development, practice and acquisition of practical skills in preparation and cooking. 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.

Learners will also be expected to apply the working methods they have learnt in units 620 Food safety in catering and 703 Health and safety in catering and hospitality.

## Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare fish and shellfish
2. Be able to cook fish and shellfish

## Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## Details of the relationship between the unit and relevant national standards

This unit has potential links to the Hospitality NOS.

## Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

## Assessment

This unit will be assessed by:  
assignments covering practical skills  
a written test covering underpinning knowledge.

# Unit 711 Prepare and cook fish and shellfish

## Outcome 1 Be able to prepare fish and shellfish

### Assessment criteria

#### Practical skills

The learner can:

1. Demonstrate the correct use of **tools and equipment** to prepare **fish** and **shellfish**
2. Demonstrate **preparation skills** for **fish** and **shellfish** according to dish specifications
3. Demonstrate portion control with **cuts of fish**
4. Apply **flavourings** to fish and shellfish
5. Line appropriate moulds, basins or shape **pastes** according to dish specifications
6. Apply **coatings** to fish and shellfish
7. Demonstrate **safe and hygienic practices**
8. Undertake correct **storage procedures** for fish and shellfish.

#### Underpinning knowledge

The learner can:

1. Identify types of **fish** and **shellfish**
2. Explain the **quality points** of **fish** and **shellfish**
3. State the most commonly used **cuts of fish**
4. Describe **methods used to preserve** fish and shellfish
5. Describe the advantages and disadvantages of the preservation methods
6. Explain portion sizes/weights for **cuts of fish** and **shellfish** for dish requirements
7. State the correct **storage procedures** and temperatures for fish and shellfish.

#### Range

#### Tools/equipment

Knives, boards, trays, bowls.

#### Fish

Fresh – white: flat (eg plaice, lemon sole, dover sole, turbot, halibut), round (eg cod, haddock);  
oily: round (eg trout, salmon, mackerel, herring).

Preserved - any of the above.

#### Shellfish

Fresh -Crustaceans (eg shrimp/prawn, crab), molluscs: univalves (eg whelk, winkle), bivalves (eg mussel, scallop, oyster), cephalopods (eg squid).

Preserved – any of the above.

#### Preparation skills - fish

Trim – whole, single portion and round fish– remove guts, eyes, gills, fins, scales.

Skin – flat and round fish (please note it may be desirable to leave the skin on).

Fillet – flat fish - remove fillets from bone, round fish - remove spine, rib and pin-bones.

Stuff – fillets.

Wrap – pigs' caul, cured ham.

### **Preparation skills - shellfish**

Trim - clean, boil/steam, remove meat from claws, legs, body and shell.

Trim - remove head, carapace, legs and tail section, dark intestinal vein.

Trim – remove skin, beak and transparent bone.

Clean and purge – wash well, soak in fresh water.

Clean and purge – wash, remove barnacles and byssus threads, soak in fresh water.

Stuff – squid.

### **Cuts of fish**

Darnes – large round fish (can also be sliced thicker and cut in half to make half darnes).

Tronçons - large flat fish.

Fillets – round and flat fish (skin on/off).

Suprêmes – large round or flat fish (traditional and with skin).

Goujons - flat or round fish.

Paupiettes - flat or round fish.

### **Flavourings**

Herbs, seasonings, spices, vegetables, fruits, nuts, mixed spice pastes/purées, marinades (eg wines, vinegars, oils, herbs, spices/yoghurt, lemon juice, herbs, spices/soy sauce based, lemon/lime juice).

### **Pastes**

Suet, short, puff.

### **Coatings**

Milk and flour/flour, egg and breadcrumbs/batters.

### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

### **Storage procedures**

Temperature (fresh/frozen), date, labelling, covered, position, stock rotation.

### **Quality points**

Eyes, gills, flesh, scales, skin, smell – limbs attached, tightly closed shells, live/cooked/frozen, smell, colour, weight.

### **Methods used to preserve fish and shellfish**

Chilling, vacuum packing, freezing, salting, pickling, smoking, canning.

# Unit 711 Prepare and cook fish and shellfish

## Outcome 2 Be able to cook fish and shellfish

### Assessment criteria

#### Practical skills

The learner can:

1. Demonstrate the correct use of **tools and equipment** in cooking or use of fresh or preserved **fish and shellfish**
2. Apply appropriate **cooking methods** and **principles** to fish and shellfish
3. Make appropriate **sauces or coulis** for fish and shellfish
4. Prepare **dressings** for fish and shellfish dishes
5. Make suitable **flavoured butters/oils** for fish and shellfish dishes
6. Prepare **garnishes and accompaniments** for fish and shellfish dishes
7. Apply finishing **skills** to **fish and shellfish** dishes
8. **Assemble dishes** according to dish specification
9. Evaluate the finished dish/dishes
10. Demonstrate **safe and hygienic practices**.

#### Underpinning knowledge

The learner can:

1. Identify **tools and equipment** used in the cooking of fish and shellfish
2. Explain suitable **cooking methods** for fish and shellfish
3. Explain reasons for applying **cooking principles** to fish and shellfish
4. Explain how to determine when fish and shellfish are cooked
5. Describe the **skills** needed to check and finish the dish to specification.

#### Range

##### Tools and equipment

Pans, trays, spatulas, whisks, strainers, tongs, spoons, ladles, knives, bain marie, stoves, grills (over and under fired), ovens, fryer, hot plates, cold and frozen storage.

##### Fish

Fresh – white: flat (eg plaice, lemon sole, Dover sole, turbot, halibut), round (eg cod, haddock); oily: round (eg trout, salmon, mackerel, herring).

Preserved - any of the above.

##### Shellfish

Fresh - crustaceans (eg shrimp/prawn, crab), molluscs – univalves (eg. whelk, winkle), bivalves (eg mussels, scallops, oysters), cephalopods (eg squid).

Preserved - any of the above.

##### Cooking methods - dry

Roast (whole fish, larger cuts).

Grill (whole fish, larger cuts – shellfish).

Shallow fry (whole fish, goujons, fillets, suprêmes - suitable shellfish).

Deep fry (goujons, fillets, suprêmes, fry of fish – suitable shellfish).

Bake (fish pies, en papillotte, au gratin/crusts, whole fish, large cuts – suitable shellfish).

### **Cooking methods - wet**

Boil (suitable shellfish).

Poach (whole fish, fillets, paupiettes – suitable shellfish).

Steam (whole fish, suprêmes, darnes – suitable shellfish).

Stew (whole fish – suitable shellfish).

Braise (whole fish, larger cuts).

### **Cooking principles**

Brown (bakes, coatings); sear to colour (grills, roasts, shallow fry, stir-fries); reduce (wines, stocks); thicken sauces (white, fawn roux, cornflour, beurre manie, purées); simmer and skim (sauces, broths, stocks); basting (roasting); glazing (fish pies, sauces - according to dish description); testing (touch temperature).

### **Sauces, coulis**

Béchamel derivatives, veloutés (derivatives), jus lié derivatives, emulsified (butter, oils), purées (fruits/vegetables/herbs), reductions (wine, stocks, cream).

### **Dressings**

Vinaigrettes, raitas, chutneys, pickles, jellies, confits, salsa, pesto, tapenade.

### **Flavoured butters/oils**

Herbs, spices.

### **Garnishes and accompaniments**

Doughs/pastes/batters (pastas, pancakes, polenta, gnocchi, dumplings); potatoes (mash, turned/shaped, piped); vegetables (french cuts, turned, shaped, mash/purées, champs salads, herbs, fruits, sprouting pulses, pulse); grains/seeds/nuts ( rice, sesame, almonds), other.

### **Skills**

Remove skin/bone/shells; amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon); adjust flavouring (fish glaze, soy sauce, Worcester sauce, tomato/mushroom ketchup, fish, sweet chilli); correct seasoning (salt/spices); adjust temperature (all relevant range items).

### **Assemble dishes**

Portion fish/shellfish (slice, de-mould); arrange fish/shellfish; incorporate garnishes; check overall dish balance; sauce (drizzle, mask, flood, glaze, cordon), ensure plates/serving dishes are clean and at the right temperature, check serving temperatures (hot, warm, cold).

### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.



# Unit 712      Prepare and cook rice, pasta, grains and egg dishes

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>20</b>

## Unit aim

The aim of this unit is to enable the learner to develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking rice, pasta, grains and egg dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge. Throughout this unit learners will be expected to demonstrate safe and hygienic working practices and emphasis will be placed on correct holding and storage procedures for these dishes.

Learners will also be expected to apply the working methods they have learnt in units 620 Food safety in catering and 703 Health and safety in catering and hospitality.

## Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook rice
2. Be able to prepare and cook pasta
3. Be able to prepare and cook grains
4. Be able to prepare and cook eggs

## Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## Details of the relationship between the unit and relevant national standards

This unit has potential links to the Hospitality NOS.

## Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

## Assessment

This unit will be assessed by:  
assignments covering practical skills  
a written test covering underpinning knowledge.

## **Unit 712      Prepare and cook rice, pasta, grains and egg dishes**

### **Outcome 1      Be able to prepare and cook rice**

#### **Assessment criteria**

##### **Practical skills**

The learner can:

1. Use the correct type and amount of **rice** for the dish specification
2. Pick over and wash the **rice**
3. Demonstrate the correct use of **tools and equipment** to prepare rice dishes
4. Prepare and cook **rice** according to dish specifications
5. Demonstrate control of the cooking process to obtain the required quality
6. **Assemble** and finish the dish in line with dish/customer requirements
7. Evaluate finished rice dishes
8. Demonstrate **safe and hygienic practices**.

##### **Underpinning knowledge**

The learner can:

1. Identify types of **rice** and the appropriate **cooking method**
2. Identify suitable **equipment** to prepare rice dishes
3. Describe **preparation methods** for rice
4. Describe the cooking process and **adjustments** necessary for rice dishes
5. Describe the **skills** needed to check and finish the dish to specification
6. State the correct **holding and storage procedures** for rice and rice dishes.

#### **Range**

##### **Rice**

Long grain, short, risotto, brown.

##### **Tools and Equipment**

Pans (eg sauce, paella, braising), strainer, steamer.

##### **Assemble**

Portion rice, demould, ensure plates and serving dishes are clean and at the right temperature, check serving temperature – hot, warm, cold.

##### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

##### **Cooking methods**

Boil/steam (eg basmati), braise (long grain eg pilau), stew (eg risotto), fry (eg egg fried), microwave (reheated rice).

**Preparation methods**

Pick, wash, soak, sweat, coat, addition of correct amount of liquid (water, stock, wine, cream)  
addition of flavouring (herbs, seasoning, spices).

**Adjustments**

Liquid, temperature, flavourings.

**Skills**

Amend consistency, fork through butter/parmesan/cream, flavour, correct seasoning, check temperature.

**Holding and storing procedures**

Holding (hot, cold, reheat).

Storage (temperature, date, labelling, covering, position, stock rotation).

## **Unit 712      Prepare and cook rice, pasta, grains and egg dishes**

### **Outcome 2      Be able to prepare and cook pasta**

#### **Assessment criteria**

##### **Practical skills**

The learner can:

1. Use the correct type and amount of **pasta** for the dish specification
2. Demonstrate the correct use of **tools and equipment** to prepare and cook **pasta** dishes
3. Prepare and cook **pasta** according to dish specifications
4. Demonstrate control of the cooking process to obtain the required quality
5. **Assemble** and finish the dish in line with dish/customer requirements
6. Evaluate finished **pasta** dishes
7. Demonstrate **safe and hygienic practices**.

##### **Underpinning knowledge**

The learner can:

1. Identify types of **pasta** and the appropriate **cooking method**
2. Identify **sauces and additions** used with pasta
3. Identify suitable **equipment** to prepare pasta dishes
4. Identify **preparation and cooking methods** for pasta
5. Describe the cooking process and **adjustments** necessary for pasta dishes
6. Describe the **skills** needed to check and finish to dish specification
7. State the correct **holding and storage procedures** for pasta and pasta dishes.

#### **Range**

##### **Pasta**

Fresh pasta (basic noodle paste), dried pasta (spaghetti, tagliatelli, macaroni, lasagne, shaped), stuffed (ravioli, tortellini, cannelloni).

##### **Tools and equipment**

Rolling pin, pasta rolling machine, cutters, knives, strainers, pans, spoons, graters, stove, grill, oven.

##### **Assemble**

Portion, arrange, incorporate garnishes, balance, sauce (flood, glaze, cordon), ensure plates or serving dishes are clean and at right temperature, core temperature.

##### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

**Sauces and additions**

Béchamel derivatives, veloutés derivatives, jus lié/brown sauce derivatives, purées (fruits/vegetables/herbs), reductions (wine, stocks, cream), saucing (meat, tomato, cheese, pesto, purée, oils, coulis) garnishing, seasoning.

**Preparation and cooking methods**

Mixing, rolling, cutting, stuffing (eg. vegetables, meats, fish, shellfish, dairy, nuts), drying, combining ingredients, straining, refreshing, chilling, boiling, baking, gratinating, holding.

**Adjustments**

Liquid, temperature, flavourings.

**Skills**

Check (texture, flavour, seasoning, temperature and presentation).

**Holding and storing procedures**

Holding - hot (lasagne, cannelloni) cold, reheated.

Storage - temperature, date, labelling, covering, position, stock rotation.

## **Unit 712      Prepare and cook rice, pasta, grains and egg dishes**

### **Outcome 3      Be able to prepare and cook grains**

#### **Assessment criteria**

##### **Practical skills**

The learner can:

1. Use the correct type and amount of **grain** for the dish specification
2. Demonstrate the correct use of **tools and equipment** to prepare grain dishes
3. Prepare and cook **grain** or **products** according to dish specifications
4. Demonstrate control of the cooking process to obtain the required quality
5. **Assemble** and finish the dish in line with dish/customer requirements
6. Evaluate finished grain dishes
7. Demonstrate **safe and hygienic practices**.

##### **Underpinning knowledge**

The learner can:

1. Identify commonly used types of **grain** and their use
2. Identify **sauces and additions**
3. Identify the appropriate **tools and equipment** to prepare grain dishes
4. Identify **preparation and cooking methods** for grains
5. Describe the cooking process and **adjustments** necessary for grain dishes
6. Describe the **skills** needed to check and finish to dish specification
7. State the correct **holding and storage procedures** for grain dishes.

##### **Range**

###### **Grain**

Corn/maize (polenta, corn meal), wheat (semolina, couscous, buckwheat, cracked wheat, burghul, tabbouleh), oats, millet, rye, quinoa.

###### **Tools and equipment**

Cutters, knives, strainers, pans, spoons, graters, stove, grill, oven.

###### **Products**

Gnocchi, blini, tortilla.

###### **Assemble**

Portion, arrange, incorporate garnishes, balance, sauce (flood, glaze, cordon), ensure serving dishes are clean and at right temperature, core temperature.

###### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

**Sauces and additions**

Béchamel derivatives, veloutés derivatives, jus-lie/brown sauce derivatives, purées. (fruits/vegetables/herbs), reductions (wine, stocks, cream), saucing (meat, tomato, cheese, pesto, purée, oils, coulis, peanut) garnishing, seasoning.

**Preparation and cooking methods**

Mixing, soaking, combining ingredients, chilling, saucing, garnishing, seasoning. Boiling, baking, fry, grill, combination, holding.

**Adjustments**

Liquid, temperature, flavourings.

**Skills**

Check (texture and consistency, flavour, seasoning, temperature and presentation).

**Holding and storing procedures**

Holding (hot, cold, reheated), storage (temperature, date, labelling, covering, position, stock rotation).

## Unit 712 Prepare and cook rice, pasta, grains and egg dishes

### Outcome 4 Be able to prepare and cook eggs

#### Assessment criteria

##### Practical skills

The learner can:

1. Use the correct type and amount of **eggs** for the dish specification
2. Demonstrate the correct use of **tools and equipment** to prepare **egg dishes**
3. Prepare and cook **eggs** according to dish specifications
4. Demonstrate control of the cooking process to obtain the required quality
5. **Assemble** and finish the dish in line with dish/customer requirements
6. Evaluate finished **egg dishes**
7. Demonstrate **safe and hygienic practices**.

##### Underpinning knowledge

The learner can:

1. Identify types of **eggs** and use
2. Identify **sauces and additions** for **egg dishes**
3. Identify the appropriate **tools and equipment** to prepare **eggs dishes**
4. Identify **preparation and cooking methods** for egg dishes
5. Describe the cooking process and **adjustments** necessary for **egg dishes**
6. Describe the **skills** needed to check and finish to specification
7. State the correct **holding, serving and storage procedures** for eggs.

##### Range

##### Eggs

Hen, quail, other, free range, barn yard, battery.

##### Tools and equipment

Pans, spoons, spatulas, whisk, strainers, fish slice, perforated spoon, stove, grill, oven, griddle, deep fryer.

##### Egg dishes

Scrambled, boiled, poached, fried, omelette, scotch eggs.

##### Assemble

Portion, arrange, incorporate garnishes, balance, sauce (flood, glaze, cordon), ensure serving dishes are clean and at right temperature.

##### Safe and hygienic practices

Clean as you go, organisational standards, legislation.



**Sauces and additions**

Saucing (curry, tomato, cheese, purée, oils, coulis) garnishing, seasoning.

**Preparation and cooking methods**

Mixing, whisking, combining ingredients, saucing, garnishing, seasoning, storing, boiling, poach, fry, deep fry (scotch eggs), scramble, bake, griddle, holding, omelette, sweet dishes.

**Adjustments**

Temperature, degree of cooking, liquids, flavourings.

**Skills**

Check- texture and consistency, flavour, seasoning, temperature and presentation.

**Holding, serving and storing procedures**

Holding (hot, cold, reheated), serving (temperature), storage (temperature, date, labelling, covering, position, stock rotation).

# Unit 713      Produce hot and cold desserts and puddings

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>24</b>

## **Unit aim**

This unit covers the preparation, cooking and finishing of hot and cold desserts and puddings for service in restaurants and to paying customers.

## **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook cold desserts
2. Be able to finish cold desserts
3. Be able to prepare and cook hot desserts and puddings
4. Be able to finish hot desserts and puddings

## **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit has potential links to the Hospitality NOS.

## **Support of the unit by a sector or other appropriate body (if required)**

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

## **Assessment**

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

## **Unit 713      Produce hot and cold desserts and puddings**

### **Outcome 1      Be able to prepare and cook cold desserts**

#### **Assessment criteria**

##### **Practical skills**

The learner can:

1. Prepare and cook **cold desserts** using correct equipment
2. Apply **quality points to each stage** of the process
3. Demonstrate **safe and hygienic practices**.

##### **Underpinning knowledge**

The learner can:

1. Identify different types of **cold dessert**
2. Identify **quality points of ingredients** for **cold desserts**.
3. State how to adjust the quantity of ingredients to give the correct portion yield from **cold desserts**
4. Describe **preparation and cooking methods** for **cold desserts**.

#### **Range**

##### **Cold desserts**

Gelatine-based desserts, crème renversée (egg based), mousses, rice desserts, fruit-based desserts, ice cream based, meringue-based, convenience products.

##### **Quality points of ingredients**

Texture, temperature, colour, consistency, freshness, flavour.

##### **Quality points to each stage**

Cooking (appearance, taste, texture, consistency, aroma, portion control, temperature control), flavour.

##### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

##### **Preparation methods**

Weighing/measuring, creaming, piping, lining (moulds), addition of colour/flavour, folding, moulding, mixing, aeration, slicing, portioning, chilling, combining, puréeing.

##### **Cooking methods**

Boiling/poaching, stewing, baking, steaming, combination cooking, frying, au bain-marie.

# Unit 713 Produce hot and cold desserts and puddings

## Outcome 2 Be able to finish cold desserts

### Assessment criteria

#### Practical skills

The learner can:

1. Finish and present cold desserts using correct **equipment**
2. Check the finished product meets dish requirements.

#### Underpinning knowledge

The learner can:

1. Describe the **quality points** when finishing cold desserts
2. Describe **finishing and decorating techniques**
3. Identify **sauces, creams and coulis** that may be served with cold desserts
4. Identify correct **holding and storage procedures** for finished products
5. Identify ingredients in cold desserts that may cause allergic reactions.

#### Range

#### Equipment

Ovens, salamander, deep fat fryer, crêpe pans, steamer, small kitchen equipment, refrigerator, freezer, ice cream machine.

#### Quality points

Finishing (appearance, taste, texture, portion control, decoration).

#### Finishing and decorating techniques

Piping, piped motifs, run outs, cigarettes, cut outs, moulding, chocolate transfer sheets.

#### Sauces, creams and coulis

Crème anglaise, fruit coulis, cooked fruit sauces, chocolate, flavoured syrups.

#### Holding and storage procedures

Temperatures, date, labelling, covered, position, stock rotation.

## **Unit 713      Produce hot and cold desserts and puddings**

**Outcome 3      Be able to prepare and cook hot desserts and puddings**

### **Assessment criteria**

#### **Practical skills**

The learner can:

1. Prepare and cook **hot desserts and puddings** using correct **equipment**
2. Apply **quality points to each stage** of the process
3. Demonstrate **safe and hygienic practices**

#### **Underpinning knowledge**

The learner can:

1. Identify different types of **hot desserts and puddings**
2. Identify **quality points of ingredients** for hot desserts and puddings
3. State how to adjust the quantity of ingredients to give the correct portion yield from hot desserts and puddings
4. Describe **preparation and cooking methods** for hot desserts and puddings

### **Range**

#### **Hot desserts and puddings**

Batter based including beignets, soufflés, sponge based, milk puddings, crème renversée (egg based), cereal, suet paste based, fruit based, crêpes.

#### **Equipment**

Ovens, salamander, deep fat fryer, crepe pans, steamer, small kitchen equipment, refrigerator, freezer.

#### **Quality points to each stage**

Finishing (appearance, taste, texture, portion control, decoration).

#### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

#### **Quality points of ingredients**

Texture, temperature, colour, consistency, freshness, flavour.

#### **Preparation methods**

Weighing/measuring, creaming, piping, lining (moulds), addition of colour/flavour, folding, moulding, mixing, aeration, slicing, portioning, chilling, combining, puréeing.

**Cooking methods**

Boiling/poaching, stewing, baking, steaming, combination cooking, frying, au bain-marie.

## **Unit 713      Produce hot and cold desserts and puddings**

### **Outcome 4      Be able to finish hot desserts and puddings**

#### **Assessment criteria**

##### **Practical skills**

The learner can:

1. Finish and present hot desserts and puddings using correct **equipment**
2. Check the finished product meets dish requirements.

##### **Underpinning knowledge**

The learner can:

1. Describe the **quality points** when finishing hot desserts and puddings
2. Describe **finishing and decorating techniques**
3. Identify **sauces, creams and coulis** that may be served with hot desserts and puddings
4. Identify correct **holding and storage procedures** for finished products
5. Identify ingredients in hot desserts and puddings that may cause allergic reactions.

##### **Range**

##### **Equipment**

Ovens, salamander, deep fat fryer, crêpe pans, steamer, small kitchen equipment, refrigerator, freezer.

##### **Quality points**

Finishing (appearance, taste, texture, portion control, decoration).

##### **Finishing and decorating techniques**

Colour, balance, appearance, piping, filling, saucing, glazing, dusting, portioning, additions (eg chocolate, fruit, tuille, sugar).

##### **Sauces, creams and coulis**

Crème anglaise, fruit coulis, cooked fruit sauces, chocolate, flavoured syrups.

##### **Holding and storage procedures**

Temperatures, date, labelling, covered, position, stock rotation.

# Unit 714      Produce paste products

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>

## **Unit aim**

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service in restaurants and to paying customers.

## **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook paste products
2. Be able to finish paste products

## **Guided learning hours**

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit has potential links to the Hospitality NOS.

## **Support of the unit by a sector or other appropriate body (if required)**

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality, leisure, travel and tourism.

## **Assessment**

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.



## **Unit 714      Produce paste products**

Outcome 1      Be able to prepare and cook paste products

### **Assessment criteria**

#### **Practical skills**

The learner can:

1. Use correct tools and equipment to prepare and cook **paste products**, including
  - short
  - sweet
  - puff
  - choux
2. Demonstrate **safe and hygienic practices**.

#### **Underpinning knowledge**

The learner can:

1. Identify different types of paste product
2. Identify the quality points of the main ingredients
3. State the **uses for paste products**
4. State how to adjust the quantity of ingredients to give the correct portion yield from paste products
5. Describe the **preparation and cooking methods** for paste products.

### **Range**

#### **Paste products**

Short: pasties, savoury flans.

Sweet: fruit tarts, flans, barquettes.

Puff: paste and convenience puff paste, vol au vents, Eccles cakes, sausage rolls.

Choux: profiteroles and éclairs.

#### **Uses for paste products**

Pies, flans, tartlets, pudding, éclairs, vol au vents, mille feuille, samosas, pithivier.

#### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

#### **Preparation methods**

Weighing/measuring, defrosting, rolling, lining (moulds, pastry), aeration, scoring/markings.

#### **Cooking methods**

Time, holding, baking blind, baking, boiling, temperature control, use of steam, testing.

# Unit 714      Produce paste products

## Outcome 2      Be able to finish paste products

### Assessment criteria

#### Practical skills

The learner can:

1. Use tools and equipment in the finishing of paste products
2. Finish and present paste products
3. Check the finished product meets requirements.

#### Underpinning knowledge

The learner can:

1. Describe the **quality points** when checking finished paste products
2. Identify **fillings, glazes, creams and icings** that may be used to finish paste products
3. Describe **finishing and decorating techniques**
4. State the **storage procedures** for finished products
5. Identify ingredients in paste products that may cause allergic reactions.

#### Range

#### Quality points

Appearance, taste, texture, colour, consistency, aroma, dish requirements, portion control, temperature.

#### Fillings, glazes, creams and icings

Crème pâtissière, frangipane, fresh fruit, cream, butter cream, preserves/jam.

#### Finishing and decorating techniques

Balance, glazing, dusting, portioning, icing, piping, filling, rolling (roulade), smoothing.

#### Storage procedures

Temperatures Fresh (3-4 °C), frozen (- 8 °C), date, labelling, covered, position, stock rotation.

# Unit 715      Produce biscuit, cake and sponge products

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>

## **Unit aim**

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish biscuit, cake and sponge products for service in restaurants and to paying customers

## **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook biscuit, cake and sponge products
2. Be able to finish biscuit, cake and sponge products

## **Guided learning hours**

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit has potential links to the Hospitality NOS.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by People 1<sup>st</sup> SSC for hospitality leisure, travel and tourism.

## **Assessment**

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

## **Unit 715      Produce biscuit, cake and sponge products**

**Outcome 1      Be able to prepare and cook biscuit, cake and sponge products**

### **Assessment criteria**

#### **Practical skills**

The learner can:

1. Prepare biscuit products for baking
2. Prepare and cook cake and sponge mixtures for baking
3. Demonstrate use of the correct **tools and equipment** to prepare and cook biscuit, cake and sponge products
4. Demonstrate **safe and hygienic practices**.

#### **Underpinning knowledge**

The learner can:

1. Identify different types of **biscuit, cake and sponge product**
2. Identify the **quality points** of the main ingredients for biscuit, cake and sponge products
3. State the uses for biscuit, cake and sponge products
4. State how to adjust the quantity of ingredients to give the correct portion yield from biscuit, cake and sponge products
5. Describe the **preparation and cooking methods** for biscuit, cake and sponge products.

### **Range**

#### **Tools and equipment**

Small equipment, moulds, cutters.

#### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

#### **Biscuit, cake and sponge products**

Biscuits: biscuits à la cuillère, shortbread, cookies, langue du chat, sable a la poche, tuile.

Cakes and sponges: scones, fruitcakes, muffins, sponge-based (Madeira, cherry, Victoria, regional varieties), Genoise, Genoese, Swiss roll, soda bread.

#### **Quality points**

Texture, temperature, colour, consistency, freshness, flavour.

#### **Preparation methods**

Weighing/measuring, defrosting, lining (moulds, pastry), aeration, folding in, rubbing in, mixing, boiling, creaming, piping, filling, rolling, resting, portioning.

#### **Cooking methods**

Time, holding, baking blind, baking, boiling, temperature control, use of steam, testing.

## **Unit 715      Produce biscuit, cake and sponge products**

Outcome 2      Be able to finish biscuit, cake and sponge products

### **Assessment criteria**

#### **Practical skills**

The learner can:

1. Use tools and equipment in the finishing of biscuit, cake and sponge products
2. Finish and present biscuit, cake and sponge products
3. Check the finished product meets requirements.

#### **Underpinning knowledge**

The learner can:

1. Describe the **quality points** when checking finished biscuit, cake and sponge products
2. Identify fillings, glazes, creams and icings that may be used to finish biscuit, cake and sponge products
3. Describe **finishing and decorating techniques**
4. State the **storage procedures** for finished products
5. Identify ingredients in biscuit, cake and sponge products that may cause allergic reactions.

#### **Range**

#### **Quality points**

Appearance, taste, texture, colour, consistency, aroma, dish requirements, portion control, temperature.

#### **Finishing and decorating techniques**

Balance piping, piped motifs, run outs, cigarettes, cut outs, moulding, glazing, dusting, portioning, icing, filling, rolling (roulade), smoothing.

#### **Storage procedures**

Temperatures Fresh (3-4 °C), frozen (- 8 °C), date, labelling, covered, position, stock rotation.

# Unit 716      Produce fermented dough products

<b>Level:</b>	<b>SCQF 5</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>

## **Unit aim**

This unit covers preparing, cooking and finishing of fermented dough products for service in restaurants and to paying customers.

## **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook fermented dough products
2. Be able to finish fermented dough products

## **Guided learning hours**

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national standards**

This unit has potential links to the Hospitality NOS.

## **Support of the unit by a sector or other appropriate body (if required, otherwise omit)**

This unit is endorsed by People1st SSC for hospitality, leisure travel and tourism.

## **Assessment**

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

## **Unit 716      Produce fermented dough products**

**Outcome 1      Be able to prepare and cook fermented dough products**

### **Assessment criteria**

#### **Practical skills**

The learner can:

1. Prepare **fermented dough products** for baking
2. Use correct tools and equipment to prepare and cook fermented dough products
3. Demonstrate **safe and hygienic practices**

#### **Underpinning knowledge**

The learner can:

1. Identify different types of **fermented dough product**
2. Identify **quality points** of the **main ingredients** for fermented dough products
3. State the uses of fermented dough products
4. State how to adjust the quantity of ingredients to give the correct portion yield from fermented dough products
5. Describe **preparation and cooking methods** for fermented dough products
6. State **storage procedures** for raw dough.

### **Range**

#### **Fermented dough products**

Bread rolls, loaves (wholemeal, wholegrain, white), bun dough, speciality doughs (naan bread, foccacia, pitta, pizza, flavoured), doughnuts, soda bread, enriched dough bun.

#### **Safe and hygienic practices**

Clean as you go, organisational standards, legislation.

#### **Quality points**

Texture, temperature, colour, consistency, freshness.

#### **Main ingredients**

Flour (white, wholemeal, whole grain), fats, yeast (fresh and dry), sugar, liquid (water, milk).

#### **Preparation methods**

Weighing/measuring, fermenting, mixing, resting, kneading, knocking back, proving, portioning, addition of other ingredients, moulding.

#### **Cooking methods**

Time, steam injection, baking, deep frying, temperature control, testing, holding to serve warm.

**Storage procedures**

Temperatures, date, labelling, covered, position, stock rotation.



## **Unit 716      Produce fermented dough products**

Outcome 2      Be able to finish fermented dough products

### **Assessment criteria**

#### **Practical skills**

The learner can:

1. Use correct tools and equipment in the finishing of fermented dough products
2. Finish and present fermented dough products
3. Check the finished product meets requirements.

#### **Underpinning knowledge**

The learner can:

1. Describe the **quality points** when checking finished fermented dough products
2. Identify fillings, glazes, creams and icings that may be used for fermented dough products
3. Describe **finishing and decorating** techniques
4. State the **storage procedures** for finished fermented dough products
5. Identify ingredients in fermented dough products that may cause allergic reactions.

#### **Range**

#### **Quality points**

Appearance, taste, texture, consistency, aroma, dish requirements, portion control, temperature.

#### **Finishing and decorating**

Colour, dish specification requirements, balance, appearance, glazing, dusting, filling, portioning.

#### **Storage procedures**

Temperatures, date, labelling, covered, position, stock rotation.

## **Appendix 1 Relationships to other qualifications**

### **Links to other qualifications and frameworks**

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units on the SCQF which the candidate may have already undertaken and this may present opportunities for RPL.

### **Core Skills**

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In many cases, candidates undertaking the qualification will already have a Core Skills Profile from previous qualifications, eg some Standard Grade and other National Qualifications allow Automatic Core Skills certification.

## Appendix 2 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](http://www.cityandguilds.com).

City & Guilds Centre Manual contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. 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
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

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

**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.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

The centre and qualification approval process and forms

Assessment, verification and examination roles at the centre

Registration and certification of candidates

Non-compliance

Complaints and appeals

Equal opportunities

Data protection

Frequently asked questions.

### ***Linking to this document from web pages***

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

## Useful contacts

### UK learners

General qualification information

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**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

### International learners

General qualification information

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**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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**E: [centresupport@cityandguilds.com](mailto: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

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**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

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**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

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**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

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**E: [business@cityandguilds.com](mailto:business@cityandguilds.com)**

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## About City & Guilds

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. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. 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 is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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