Level 3 Diplomas in Advanced Professional Cookery (7100-85/86)

September 2017 Version 1.4

**City&
Guilds**

Qualification at a glance

Subject area	Hospitality and Catering
City & Guilds number	7100
Age group approved	16-18, 19+
Entry requirements	A minimum of a level 2 qualification in cookery such as the City & Guilds Level 2 NVQ Diploma in Food Production and Cooking (7132) or the City & Guilds Level 2 Diploma in Professional Cookery (7100)
Assessment	Assignment, practical exam
Fast track	Available
Support materials	Centre handbook Assessment guide Answer Pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 3 Diploma in Advanced Professional Cookery	785	1000	7100-85	601/3142/1
Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder)	555	740	7100-86	601/3139/1

Version and date	Change detail	Section
1.1 Sep 2014	Range for unit 874 (assessment criteria 2.3) updated	Units
1.2 Feb 2015	Corrected wording in Assessment section to apply to both 7100-85 and 7100-86 qualifications	Assessment
1.3 Feb 2016	UAN for unit 877 corrected	Introduction, Units
1.4 Sept 2017	Added GLH and TQT details Removed QCF	Qualification at a glance and Introduction Appendix 1 and 2

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1 Introduction

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

Area	Description
Who are the qualifications for?	They are for learners who work or want to work as Professional Chefs in the Hospitality and Catering sector
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression in the Hospitality and Catering sector.
What opportunities for progression are there?	They allow learners to progress into employment.

Structure

To achieve the **7100-85 Level 3 Diploma in Advanced Professional Cookery,** learners must achieve **100** credits from the mandatory units. Learners can choose to achieve an additional **8** credits from the elective unit – although this will not count towards the overall credit requirement for the qualification. Plus Unit 862 (practical assessment module).

Unit accreditation number	City & Guilds unit number	Unit title	Unit Level	Credit value
Mandatory				
K/502/3775	Unit 302	The principles of food safety supervision for catering	3	3
D/506/1746	Unit 870	Supervisory skills in the hospitality industry	3	8
Y/506/1728	Unit 871	Exploring gastronomy	3	11
R/506/1727	Unit 872	Advanced skills and techniques is producing vegetable and vegetarian dishes	3	9
A/506/1737	Unit 873	Advanced skills and techniques in producing meat dishes	3	17
L/506/1726	Unit 874	Advanced skills and techniques in poultry and game dishes	3	14
R/506/1744	Unit 875	Advanced skills and techniques in producing fish and shellfish	3	12
H/506/1747	Unit 876	Produce dough and batter product	3	4
R/506/1730	Unit 877	Produce petits fours	3	6

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Unit accreditation number	City & Guilds unit number	Unit title	Unit Level	Credit value
L/506/1760	Unit 878	Produce paste products	3	4
K/506/1748	Unit 879	Produce hot, cold and frozen desserts	3	6
F/506/1738	Unit 880	Produce cakes, biscuits and sponges	3	6
Elective				
N/A	Unit 863	Food product development	3	8

To achieve the **7100-86 Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder),** learners must achieve **74** credits from the mandatory units. Learners can choose to achieve an additional **8** credits from the elective unit – although this will not count towards the overall credit requirement for the qualification. Plus Unit 864 (practical assessment module).

Unit accreditation number	City & Guilds unit number	Unit title	Unit Level	Credit value
Mandatory				
K/502/3775	Unit 302	The principles of food safety supervision for catering	3	3
D/506/1746	Unit 870	Supervisory skills in the hospitality industry	3	8
Y/506/1728	Unit 871	Exploring gastronomy	3	11
R/506/1727	Unit 872	Advanced skills and techniques is producing vegetable and vegetarian dishes	3	9

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Unit accreditation number	City & Guilds unit number	Unit title	Unit Level	Credit value
A/506/1737	Unit 873	Advanced skills and techniques in producing meat dishes	3	17
L/506/1726	Unit 874	Advanced skills and techniques in poultry and game dishes	3	14
R/506/1744	Unit 875	Advanced skills and techniques in producing fish and shellfish	3	12
Elective				
N/A	Unit 863	Food product development	3	8

Total Qualification Time

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

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

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2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 3 Advanced Professional Cookery (7100-83, 84) you can apply for the new Level 3 Advanced Professional Cookery (7100-85, 86) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:
- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resource requirements

Physical resources and site agreements

Centres can use specially designated areas within a centre to assess. The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions.

This qualification is aimed at candidates who have progressed from level 2, or require further training, so it is important that they gain their experience in a professional 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.

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 centre 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 an RWE (Realistic Working Environment) 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.

Industry requirements

Centres must be aware of industry requirements and prepare their candidates fully for employment.

Health and safety

The importance of safe working practices and the demands of the Health and Safety at Work (HASAW) Act 1974 must always be stressed. This will include directives from Brussels for the European Union. Candidates have a responsibility for maintaining the safety of others as well as themselves. Anyone behaving in an unsafe fashion must be stopped and suitable warning given. A candidate should never be allowed to continue working on an assessment if they have contravened these requirements at any time.

Centre staffing

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

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot 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 qualifications.

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Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

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

It is recommended that candidates should have a minimum of a level 2 qualification in cookery such as the City & Guilds Level 2 NVQ Diploma in Food Production and Cooking (7132) or the City & Guilds Level 2 Diploma in Professional Cookery (7100) in order to complete the qualification satisfactorily.

Without evidence of formal qualifications, candidates must be able to demonstrate adequate prior knowledge and experience to ensure they have the potential to gain the qualification successfully.

It is important that centres ensure that candidates have the potential and opportunity to be successful in gaining their qualification and therefore centres should carry out careful screening of all candidates, eg carrying out a kitchen skills test on potential candidates.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.

3 Delivering the qualification

Initial assessment and induction

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

* if the learner has any specific training needs,
* support and guidance they may need when working towards their qualification.
* any units they have already completed, or credit they have accumulated which is relevant to the qualification.
* the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification[s], their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assignment [Assessment] guide for centres	**www.cityandguilds.com**
Answer pack	**www.cityandguilds.com**
fast track approval forms/generic fast track approval form	**www.cityandguilds.com**

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 candidates
* 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.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

For further information to assist with the planning and development of the programme, please refer to the following:

- Delivery strategies / suggested topics are included in each unit.
- Units 853 – 861 are assessed through individual practical tasks in realistic working conditions, ie within the time specified in the practical assessments, managing resources efficiently, working hygienically and safely, and using industrial equipment.

4   Assessment

Candidates must:
- successfully complete one assignment for each mandatory unit
- successfully complete one assignment for each chosen optional unit
- have achieved the practical assessment

Unit No.	Title	Assessment Method
870	Supervisory skills in the hospitality industry	The assignment 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.
302	The principles of food safety supervision for catering	City & Guilds short answer test.
871	Exploring gastronomy	The assignment 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.
872	Advanced skills and techniques in producing vegetable and vegetarian dishes	Individual practical tasks and synoptic assignments.

Underpinning knowledge short answer tests. |
873	Advanced skills and techniques in producing meat dishes	
874	Advanced skills and techniques in producing poultry and game dishes	Collectively the above practical assessments will cover all the activities in the outcomes and sample the underpinning knowledge to verify coverage of the units.
875	Advanced skills and techniques in producing fish and shellfish dishes	
876	Produce biscuit cake and sponges	These assessments are collectively certificated under unit number 7100-85-862 or 7100-86-864
877	Produce dough and batter products	

Unit No.	Title	Assessment Method
878	Produce hot cold and frozen desserts	Externally set assessments, locally marked and externally verified.
879	Produce paste products	
880	Produce petits fours	
863	Food product development	The assignment 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.

Time constraints

It is important to note that all assessments should be completed within a realistic time limit. Guidance on set time constraints for assessments is included within assignments (see Assessment pack). 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.

Assignments

The assignment tasks should be presented to candidates as required, and only when candidates are judged ready for assessment. Assessments are graded pass, merit or distinction and detailed marking and grading criteria are provided for each assignment. For candidates on the unit route, assignments 853 – 861 and 863 are graded pass/fail only. 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 assessments 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.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.
RPL is allowed and is also sector specific.

5 Units

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- 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.

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Unit 302   The principles of food safety supervision for catering

UAN:	K/502/3775
Level:	3
Credit value:	3
GLH:	25
Relationship to NOS:	The qualification is mapped to the following NOS: N/SVQ in Professional Cookery: 2GEN3
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The aim of the unit is to ensure that candidates are trained in accordance with regulation (EC) no 853/2004 of the European Parliament and of the council of 29 April 2004. These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

Learning outcome
The learner will:
1. understand the role of the supervisor in ensuring compliance with food safety legislation
Assessment criteria
The learner can:
1.1 summarise the **importance** of **food safety management procedures**
1.2 explain the **responsibilities** of employers and employees in respect of food safety legislation and **procedures for compliance**
1.3 outline **how the legislation is enforced**

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Range

Importance

To ensure safe delivery, storage, preparation, cooking and service of food, compliance with legal requirements, to avoid causing harm, to avoid legal action from government agencies, to avoid civil action (both personal and against the business), to demonstrate due diligence

Food safety management procedures

HACCP (hazard analysis and critical control points): ranging of HACCP, identification monitoring and assessment of critical control points, implementation of HACCP, corrective action, verification, documentation, ongoing review

Monitoring and reporting procedures, pest control, swabbing, supervision, instruction and training, cleaning, waste disposal, maintenance of equipment and building infrastructure

SFBB (Safer Food, Better Business)

Responsibilities

Employers – registering the food business (premises and vehicles), ensure appropriate licences are in place, requirement for at least one employer to be trained in HACCP, ensure training is provided commensurate with employees' level of responsibility, to ensure policies and procedures are in place for training, recruitment and day-to-day staffing levels, supervision, implementation of food safety management procedures, supply of appropriate sanitary accommodation, potable water supply, adequate washing facilities, equipment, materials and PPE (personal protective equipment), record keeping and accident reporting, compliance with EHOs (environmental health officers)/EHPs (environmental health practitioners), provide sufficient ventilation

Employees – to comply with the law, to follow instructions and comply with employer's processes/procedures, to attend instruction/training/supervision, good personal hygiene, reporting of illness, reporting of errors/omissions in employer processes/procedures (eg hand washing facilities, kitchen and cleaning equipment such as fridges, infrastructure faults, deliveries)

Procedures for compliance

Ranging and implementation of HACCP (7 principles of HACCP)

Written documentation (eg on recruitment, instruction/supervision/training, guidance on working practices, reporting procedures)

Record keeping (eg temperature control, delivery records, sickness records, supplier records)

Ensure reputable suppliers are in place

How the legislation is enforced

Through the Food Safety Act 1990, the Food Safety (England, Scotland, Wales, Northern Ireland) Regulations 2006, enforcement visits (eg by

EHOs/EHPs), enforcement notices (hygiene improvement notice, hygiene prohibition order, hygiene emergency prohibition notice), through the civil and criminal courts, in addition the employer enforces legislation through appropriate practices, procedures and training

Learning outcome
The learner will:
2. understand the application and monitoring of good hygiene practice
Assessment criteria
The learner can:
2.1 explain the **importance of**, and **methods for**, temperature control
2.2 explain **procedures to control contamination and cross-contamination**
2.3 justify the **importance of high standards of personal hygiene**
2.4 explain **procedures for cleaning, disinfection and waste disposal**
2.5 outline **requirements relating to the design** of food premises and equipment
2.6 describe the **importance of, and methods for, pest control**

Range
Importance of temperature control
To prevent, or reduce to an acceptable level, bacterial multiplication; to prevent outbreaks of food poisoning; to meet due diligence criteria; EHO requirements; to keep food safe; to comply with legislation; to control wastage
Methods for temperature control
Temperature logs; use of fridges (under 8 C core), freezers (under -18 C) and serving cabinets, ovens, chiller cabinets, hot cupboards/bains marie (above 63 C), other methods of holding hot food for service (eg Norwegian flasks), thawing cabinets, blast chiller; in order to prevent optimum bacterial growth in food heat/chill food through danger zone as quickly as possible (5C – 63C); calibrated, sanitized temperature probes, temperature management systems (computerised/automated systems); visual checks/control systems, manual control systems; food to be chilled below 8C within 90 minutes of cooking, eg by breaking down into smaller portions; cook chill; effective servicing contracts; use of appropriate vehicles for transporting food
Procedures to control contamination and cross-contamination
COSHH; effective cleaning procedures which are monitored and reviewed regularly; correct use of cleaning products; colour coding (eg of utensils, chopping boards, cleaning equipment); regular microbial swabbing of food preparation areas; clear separation between low and high risk areas; good visibility; pest control; work surfaces which are smooth, impervious, non-tainting, easily cleaned, no crevasses,

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resistant to corrosion, fit for purpose (eg for commercial use); equipment which is 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; personal hygiene procedures (hand washing); correct use of protective clothing; visitors' policy; use of separate sinks for food/washing food equipment/hand washing; use of sterilising sinks; correct storage of equipment; internal/external waste/food disposal procedures

Importance of high standards 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; convalescent and healthy carriers; consideration to co-workers; tainting/spoilage of food

Procedures for cleaning, disinfection and waste disposal

Cleaning and disinfection – ensuring equipment is disconnected from power before cleaning; clean as you go, 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 using water above 82C; cleaning in place; consideration of procedures from delivery of food to service point; correct clearage of areas for cleaning (to avoid chemical contamination, over-spray); correct dilution of chemicals, correct equipment (single use cloths, colour coding); COSHH, lockable storage away from foods (restricted access), storage in original containers, dilution, mixing of chemicals, manufacturers' instructions, PPE, appropriate cleaning and disposal of chemical spillages, safety data sheets; use of mechanical equipment

Waste disposal – regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, kept on hard surfaces, easy access for collection, clean as you go, separating food and general waste eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight/rain, kept clean and tidy to avoid odours and so as not to attract pests, availability of hoses), recyclables; waste collection of food waste (liquid food waste, oil, grease traps)

Requirements relating to the design

Food premises – designed to make good food hygiene practicable, relating to walls, floors, ceilings, windows, doors, lighting, design of waste areas, work flow (separation between high and low risk areas, good visibility), ventilation, design of building infrastructure/work areas (eg for pest control, storage, surfaces), washing facilities (hand washing basins, toilets), staff areas (changing, shower area as necessary), services (gas, electricity, water, drainage, sanitation)

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 (eg for commercial use), suitable work surfaces (eg smooth, no crevasses)

Importance of, and methods for, pest control

Pest – rodents, cockroaches, insects, stored products insects, domestic pets, birds, wild cats

Importance of – 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

Methods for – written policy for pest control; engagement of a pest control contractor; path around food business buildings for ease of detection; traps, poisons, rodenticides, pesticides; netting, fly traps, electronic fly killers; clean as you go

Learning outcome
The learner will:
3. understand how to implement food safety management procedures
Assessment criteria
The learner can:
3.1 describe the **importance** to food safety of microbial, chemical, physical and allergenic hazards
3.2 describe **methods and procedures for controlling food safety** to include **critical control points, critical limits and corrective actions**
3.3 explain the **requirements** for monitoring and recording food safety procedures
3.4 describe **methods** for, and the **importance of**, evaluating food safety controls and procedures

Range
Importance
Microbial – typical hazards FBIs and FPs (salmonella, campylobacter, e coli, e coli o157VTEC, etc), danger zone, vegetative reproduction, binary fission, bacterial growth line (lag, log, stationary, decline), common symptoms (diarrhoea, vomiting, stomach ache etc), bacterial cell make-up (endotoxins, exotoxins, entrotoxins, etc), four elements of growth (food, water, time, warmth), psychotrophic, mesophilic, thermophilic,
Chemical – typical hazards (cleaning chemicals, veterinary residue, farming chemicals), overspray, common symptoms (eyes, nose, throat, skin irritation, sickness, vomiting)
Physical – typical hazards (broken machinery, packaging material, plants, string, pests and insects etc), common symptoms (choking, broken teeth, vomiting, etc)
Allergenic – typical hazards (nuts, flour, diary products, shellfish, wheat, fungi, etc), common symptoms (anaphylactic shock, asthma-like symptoms, difficulty in breathing, swollen lips etc)
Methods and procedures for controlling food safety

Delivery – correct vehicle (fit for purpose, temperature, cleanliness, personal hygiene of the driver)

Storage – correct storage conditions (temperature control, dry stores, COSHH), time limits on temperature control deliveries (food stored within 15 minutes from delivery), FIFO, conditions of storage facilities (infrastructure, seals, shelving, maintenance, etc), drip and cross-contamination

Preparation – correct defrosting, food not prepared too far in advance, temperature control (before, during, after preparation), cross-contamination (vehicles and routes), over-handling, personal hygiene (hand-washing, PPE, jewellery, etc), see also CCPs

Cooking – correct temperatures, methods and time, physical inspections, use of appropriate equipment (probes and wipes), drip and cross-contamination, see also CCPs

Chilling – correct times, temperatures, methods, cross-contamination, equipment

Holding - correct times, temperatures, methods (cold and hot food holding), use of baine maries, equipment, correct disposal

Re-heating - correct times, temperatures, methods, equipment (probes and wipes)

Cleaning – in all the above: effective, monitored cleaning must be in place using correct chemicals and equipment for specific jobs

Critical Control Points, Critical Limits and Corrective Actions

CCPs – the point at which it is critical for an intervention to be taken by the food handler in order to maintain food safety

CLs – the maximum acceptable limits set by management within the HACCP analysis for the safe production of food

CAs – the actions that must be taken by the food handler where a CCP is identified to insure the safe production of food; these actions must form part of the management HCAAP plan and must be regularly reviewed and amended if required

Requirements

2006 Food Safety Regulations make it a legal requirement for records to be kept. Traceability of food (farm to fork), choice of suppliers (supplier audits), delivery records, HACCP (implement the seven steps of HACCP and record all necessary documentation), temperature control records (including storage, cooking, reheating and holding), staff (training, sickness, pre and post employment records), cleaning records and schedules, monitoring of cleaning records and schedules, recommended sample keeping, visitors' records/policy, pest control, maintenance records, waste management policy (including disposal of glass), ensure due diligence is maintained

Methods

Internal/external audits, management reviews, supervisory spot checks (including swabbing of equipment and food handlers), advisory visits by regulatory bodies, staff consultation, supervisors' handover book

Importance
The importance of regular reviews and monitoring of all food safety management systems and records is to ensure the continued safe storage, production and delivery of all foodstuffs. Records of review findings and corrective actions taken must also be recorded.

Learning outcome
The learner will:
4. understand the role of the supervisor in staff training
Assessment criteria
The learner can:
4.1 explain the **requirements** for induction and on-going training of staff
4.2 explain the **importance** of effective communication of food safety procedures

Range
Requirements
2006 Food Safety Regulations require that: the proprietor of a food business shall ensure all persons employed within a food business shall be supervised, instructed and/or trained in food hygiene matters commensurate with their work activities. Further obligations under these regulations are placed upon management in relation to training for HACPP.
Induction – benefits (quickly integrates new employees into the business, goes towards proving due diligence on the part of the employer, allows new employees to become aware of basic food hygiene matters), records of induction to be kept
On-going training – supervisors must observe employees and carry out spot checks to ensure company standards and legal requirements are being maintained. Discrepancies observed and/or identified must be recorded and have corrective action taken (staff may need to be placed of refresher food safety courses or retrained in company procedures)
Importance
In defence of due diligence (including HACCP), staff are aware of legal requirements, company policies and procedures, risks can be eliminated or reduced to an acceptable level, staff awareness/ability is raised, reduction of possible FBIs and FP outbreaks, to encourage good working relationships

Unit 302   The principles of food safety supervision for catering

Supporting information

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. Candidates 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 tutors/trainers with up to date knowledge and who maintain continuous professional development (CPD).

It is recommended that tutors/trainers cover outcome three early in the course delivery in order to provide candidates with relevant background information relating directly to the workplace. This would make the remaining course content more structured for candidates.

The range statements are not an exhaustive list and the tutor/trainer should endeavour at all times to provide training related to the working practices and environments of the candidates. It would be beneficial throughout this qualification if tutors/ 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.

Whilst this qualification is knowledge based, tutors should encourage candidates to reinforce their learning in the workplace. To underpin delivery it is strongly recommended that, wherever possible candidates who are not working in the industry are given access to real working practice in the catering and hospitality industry.

There are a variety of resources available to support delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with, however in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised.

Unit 863   Food product development

Level:	3
Credit value:	8
GLH:	60
Relationship to NOS:	This unit is linked to the Diploma in Hospitality Supervision and Leadership (NVQ): HSL9
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of how to research, design, develop and evaluate new products to meet market requirements.
Practical activities	These are listed under each outcome in the next section under the heading 'Practical Skills'. The assessment takes the form of a set assignment of the candidate's involvement in a range of practical centred activities. The assignment will also sample the candidates underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the candidates to produce the evidence to meet the requirements of the outcomes. The time required for candidates to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that candidates are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations. |

Learning outcome
The learner will:
1. be able to research, design, develop and produce food products
Practical skills
The learner can:

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1.1   **Research** the **requirements** for a new product
1.2   **Design** a new product
1.3   **Develop and produce** a new product
1.4   **Evaluate** and finalise the product

Underpinning knowledge
The learner can:
1.5   Explain the **considerations** when developing a new food product
1.6   Explain the **benefits** of new technology and modern equipment for food product development

Range
Research
Brainstorm, consumer research, internet, library, new/historical recipe books, evaluation of existing products, other cultures/countries, classical concepts
Requirements
Establish the market needs (to meet new trends (eg healthier options), to increase choice for existing customers, to widen customer base, to make best use of chef's skills, to allow less experienced staff to produce the dish, to meet specific dietary requirements, adapt for seasonality, local produce, improve profitability)
Design
Write down ideas, draw sketch, draft prototype recipe, costing, nutritional content, potential sources of ingredients, check dish meets requirements
Develop and produce
Write food requisition, practise dish, adjust recipe
Evaluate
Tasting panels, feedback reports, questionnaires
Considerations
Appearance, aroma, taste, texture, cost, ease of production, healthy eating, special diets, customer requirements, service requirements (silver service, plated, take away, immediate service or regeneration required, practicalities of large function), retail requirements, items which may cause an allergic reaction, classical concepts, health and safety (HACCP compliance), nutritional content (eg for food labelling – traffic light system)
Benefits
Speed, efficiency, quality, cost control, ease of production, introduction of new concepts, more variety on the menu, food safety

Unit 863   Food product development

Supporting information

Guidance

This is primarily an investigative unit and with careful planning work carried out in unit 852 may also contribute to its content. For example, menu planning and dish composition aspects of this unit could be developed in practical sessions, the evaluation aspects already covered if a candidate has visited different types of establishments and evaluated the food and menu.

Any theory input will need to consider the type of market for the product and cover all of the items in the 'consideration' range. It is worth noting that these are complimentary to the sorts of changes to life style and cultural religious considerations in unit 852. Equally, the benefits of the new product could be covered and should explore the benefits to both the establishment and the customer requirements.

Candidates are likely to use a variety of sources to stimulate their product development and it may be possible to obtain information from large companies on their product development process, for example information packs, speakers, DVD or downloadable material form the internet.

This unit could also be assessed as a freestanding unit for people who are involved in product development for companies. In this case the evidence for the assignment may naturally be obtained from the workplace.

Unit 870   Supervisory skills in the hospitality industry

UAN:	D/506/1746
Level:	3
Credit value:	8
GLH:	30
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of how to supervise, lead and train in order to develop good teamwork in a professional kitchen. The unit is theoretically based and looks at developing an understanding of the range of tasks required in a supervisory role, the purpose of supervision and the characteristics of leadership

Learning outcome
The learner will:
1.   be able to apply and monitor good health and safety practices
Assessment criteria
The learner can:
1.1   source support to meet health and safety legislative requirements
1.2   conduct self in the workplace to meet relevant health and safety **requirements**
1.3   carry out risk assessments
1.4   record relevant information
1.5   monitor health and safety policies and procedures
1.6   carry out staff training needs analysis to meet health and safety requirements
1.7   produce effective training materials

Range
Requirements

Legislative (health and safety at work act, manual handling policy, good practice
Health and safety policies and procedures
On record keeping and reporting, due diligence, first aid, accident, RIDDOR, use of PPE, security, evacuation procedures

Learning outcome
The learner will:
2. know the health and safety requirements of a professional kitchen
Assessment criteria
The learner can:
2.1   identify the **requirements of health and safety legislation** in relation to the professional kitchen
2.2   1expliain how **organisations ensure compliance** with legislation
2.3   explain the **responsibilities of supervisors** in relation to health and safety
2.4   identify **sources** of support in meeting health and safety requirements
2.5   explain the importance of carrying out risk assessments
2.6   describe the **process** of carrying out a risk assessment
2.7   explain the **purpose of recording and reporting procedures**
2.8   identify **training requirements** common within the hospitality industry
2.9   explain **different methods of training**

Range
Requirements of health and safety legislation
See HSE catering information leaflet http://www.hse.gov.uk/pubns/cais11.pdf
Organisations ensure compliance
Through the production and application of organisational policies and practices, provision of training, delegation/sharing of levels of responsibility to managers, supervisors, employees
Responsibilities of supervisors
To identify training needs, carry out training (initial and on going), provide on the job observation and feedback, monitoring, recording and reporting, ensuring compliance with policies, ensuring compliance with current legislation, carry out risk assessments, understand and educate in the specific health and safety hazards, risks and preventative measures in the catering environment, ensure the health and welfare of staff.
Sources

HSE, 'Safer food better business', environmental health practitioners, fire safety officers, equipment and product manufacturers, publications

Process

See http://www.hse.gov.uk/pubns/indg163.pdf

Purpose of recording and reporting procedures

To identify potential hazards, estimate risk, to support the design of policies and procedures, as preventative measures, as a measure of safety of the environment

Training requirements

Of self and team members, practical skills, communication skills, team working, workplace behaviour, legislative requirements (eg health and safety, food hygiene)

Different methods of training

Shadowing, coaching/demonstration, mentoring, CPD (eg seminars, reading, research, networking, stage/work experience), training courses, qualifications

Learning outcome
The learner will:
3. understand how to apply staff supervisory skills within a small team
Assessment criteria
The learner can:
3.1 describe the range of **supervisory tasks** within the hospitality industry
3.2 describe the **purpose of supervision**
3.3 describe **characteristics of leadership**
3.4 identify **leadership styles** suitable for different **situations**
3.5 describe the benefits of **team development**
3.6 identify the **characteristics of a good team**

Range
Supervisory tasks
Planning, setting/communicating targets (quality/time) developing work schedules, monitoring quality of products, ensuring production/service meets time/customer requirements, monitoring behaviour, problem solving, team development, identifying training requirements (to the level of leading a small team or sub section of the kitchen, and would train people in the preparation of dishes and everyday tasks to meet the expectations of the head chef)
Purpose of supervision

Ensuring: everything gets done, customer requirements are met, targets are met, business runs efficiently, environment is safe, environment/work is valued by employees, legislative requirements are met

Characteristics of leadership

Influencing in order to meet group goals, effective communicator, building trust (gaining/earning respect, listening, confidentiality, approachable), setting a good example, proactive in identifying and dealing with problems to prevent conflict/unrest

Leadership styles

Autocratic/authoritarian, democratic/participative, laissez-faire/ delegative

Situations

Under tight time constraints/crisis management, during coaching/with staff with developing skills, with staff with highly developed skills, with different personalities

Team development

Maximising effectiveness of individuals and team, ensuring effective team work, contributing to the cost effectiveness of the business, improving self esteem/motivation of individuals and team

Characteristics of a good team

Clear, appropriate and open communication channels, mix of appropriate skills, clear understanding of individual and team goals/responsibilities, mutual support/trust/respect, appreciation of each other's skills, achieving goals, striving to improve as a team

Unit 871   Exploring Gastronomy

UAN:	Y/506/1728
Level:	3
Credit value:	11
GLH:	60
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of the dining experience. It covers the influences of the impact of gastronomy including cultural, religious, geographic location, transportation of commodities, science and technology. Candidates will also investigate suppliers of produce, and understand the benefits of sourcing food locally where possible. The candidate will need to evaluate the factors that contribute to a dinning experience and how customer needs differ.

Learning outcome
The learner will:
1.   be able to understand the influences on eating and drinking culture
Assessment criteria
The learner can:
1.1   evaluate dining experiences
1.2   investigate the supply of commodities
1.3   define the term **gastronomy**
1.4   identify the **factors** that make a good dining experience
1.5   identify different meal types and dining experiences
1.6   explain the **relationship** between customer needs and different types of dining experience
1.7   identify the types of **beverages** that complement different foods
1.8   explain the influences of different **cultures/religions** on eating and drinking

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1.9	explain how **science and technology** have affected eating and drinking
1.10	explain the influence **changes in lifestyles** have had on eating and drinking
1.11	describe the influence of the **media** on eating and drinking
1.12	describe the contributions of **individuals** who have made significant impact on professional cookery
1.13	explain the **considerations** to take into account when choosing suppliers
1.14	describe the effect **geography** has on local produce
1.15	explain the impact that the development of **transport/ transportation** has had on food

Range

Dining experiences

Fine dining, pub restaurants, traditional pubs, bistros, brassieres, chains, themes, ethnic, fast food, take away, institutional

Gastronomy

The influences on eating and drinking, the relationship between culture and food, art and/or science of eating and drinking

Factors

Setting, ambience, menu, food, drink, food service, wine service, style (design), reception, technical ability and awareness, execution, perceived value

Meal types

Breakfast, lunch, afternoon tea, dinner

Dining experiences

Fine dining, pub restaurants, traditional pubs, bistros, brassieres, chains, themes, ethnic, fast food, take away, institutional

Relationship

Value and worth, hierarchy of need, perceptions and expectations, reputation, consistency, standardisation (maintaining)

Beverages

Alcoholic/non-alcoholic

Cultures/religions

Related skills/methods/foods: British, French, Italian, Indian, Chinese, pan Asian, Middle Eastern, South American, USA, Eastern European, etc

Taboo foods (pork, beef, shellfish, alcohol), methods of preparation of commodities (halal, kosher), religious meaning/importance of different foods, different etiquettes of eating and drinking

Science and technology

Shorter ripening times, reduction of fat content in livestock, increased resistance to pests/disease, increased use of fertilisers, increased yields, increased shelf life, GM foods, irradiated foods, intensive farming, ready meals (for individuals/commercial businesses)

Changes in lifestyles

Increase consumption of ready meals, takeaway, supermarket shopping, healthy eating initiatives, organic food, vegetarianism, tourism, fashions/fads, increase in eating out, availability and appreciation of fine foods, income/economy

Media

Television, radio, books, magazines, newspapers, internet

Individuals

Chefs, food writers, restaurateurs

Considerations

Quality/flavour of produce, cost-effectiveness, terms of supply, supply meets demand, hygiene, HACCP, reputation, reliability, ethical considerations (production methods, food miles, sustainability, fair-trade) appropriateness for purpose, impact (economy, environment, quality), opportunities (seasonality, flavour, quality, marketing potential)

Geography

Climate, soil, lakes, river, sea, terrain

Transport/transportation

Different types of transportation, different ways of transportation, availability of commodities

Unit 871   Exploring Gastronomy
Supporting information

Guidance

This unit is about the 'whole meal' experience including dining, and it is likely that candidates will have a variety of experiences. Candidates are encouraged to visit different dining establishments offering different sorts of cuisine. This will enable the candidate to gain an appreciation of the relationship between food and different cultures and help them appreciate the different styles of service and the relationships between customer expectations and value for money.

Encouraging candidates to eat out and view food from a customer's prospective would also be beneficial and it may be possible for candidates to eat in different types of establishments and share those experiences almost like a mystery diner experience with set evaluation criteria so the group could present to each other their experience in a presentation situation.

Some of the delivery is best delivered in practical context where candidates could prepare and cook dishes from other cultures and experiment with fusion style cookery; taste different types of commodities and test different meal types.

Some of the delivery should be classroom based where the knowledge requirements demand this approach, for example on the subjects of:

- Geography in relationship to not only such topics as climate but also religious and cultural influences,
- Transportation of food and the impact that this has upon the availability of food items,
- Science and technologies' influence on the quality of commodities and trends in the current climate, for example the increase in popularity of mutton since the outbreak of Foot and Mouth a few years ago and the campaign that followed.
- Changes to people's lifestyle and how this has affected people eating habits as well as their expectation about the type of food they want to eat and the variety of food available.

On the delivery of the beverage aspect of the unit, guest speakers (for example on speciality teas, coffee drinks, chocolate) are encouraged. For alcoholic drinks learners will need to have a broad understanding of wines and spirits as well as mixtures for example cocktails and the ingredients used to produce these drinks. The candidates will need to gain an appreciation of presentation of different drinks including accompaniments, glasses and mixing techniques.

With ever increasing customer expectations and media coverage of the food chain, the purchasing of commodities and their importance not only to the finished dish and cost but also to the customers has never been greater. It is important that Chefs have an appreciation of the commodities used and the link between the food item the environment and the customer.

Guest speakers from local employers and visits to local restaurants, hotels and conferences should be encouraged to ensure teaching and learning is contemporary with industrial trends.

Practical tasks could be used to consider the quality and flavour of food particularly speciality produce. Theory lessons should include the economical aspects of food transportation and the impact that this has again upon the environment and quality of food.

If candidates visit different establishments with careful planning it would be logical for them to consider, review and evaluate prices charged to the customers, willingness to pay when they are confident of food sources and any impact that this has on price and quality.

The internet provides a good source of study for candidates on different types of commodities and the premium paid for speciality produce. It will also provide a potential useful source of identifying produce and enable them to consider the benefits of purchasing locally and the impacts that this has upon the economy, environment, quality, menu selection and the opportunities that this presents to establishments.

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

Unit 872   Advanced skills and techniques in producing vegetable and vegetarian dishes

UAN:	R/506/1727
Level:	3
Credit value:	9
GLH:	90
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The aim of this unit is to enable the candidate to develop the necessary advanced skills knowledge and understanding of the principles in preparing and cooking vegetables to dish specifications. The emphasis in this unit is to develop precision, speed and control in existing skills and develop more refined and advanced techniques. Candidates will also be expected to apply the working methods they have learnt in Unit 302 The principles of food safety supervision for catering.

Learning outcome
The learner will:
1.   be able to produce vegetable and vegetarian dishes
Assessment criteria
The learner can:
1.1   apply professional standards of practices
1.2   produce vegetable and vegetarian dishes to dish specifications using advanced skills and techniques
1.3   finish vegetable and vegetarian dishes using advanced skills
1.4   present dishes to meet **styles** of service
1.5   **evaluate** finished dishes
1.6   implement correct **storage procedures**

Range
Professional standards of practices
Appearance, health and safety, working to set timescales adjusting as necessary
Vegetable and vegetarian dishes
For example gallette, soufflé, mousseline, royale, terrine, fritters, tatin, subrics, koftas, strudles, pies, gougère (filled choux ring), crepes, roulade, falafel, accompaniments/garnishes
Dish specifications
Including portion control, yield, garnishes, produce and use fillings/refined sauces/dressings/soups (including foam/emulsion, dressings/herb oils, flavourings, reductions, sabayon based sauces, salsas, coulis, starch thickened)
Advanced skills and techniques
Use tools and equipment with precision and speed, refinement of techniques Turning, shaping, carving, marinading, smoking, extensions of pickling, sous vide, preparing globe artichokes, acidulated cooking liquids (artichokes, salsify), étuve (eg white/red cabbage, peas), drying (tomato, vegetable crisps)
Styles
Plated, silver, family service, buffet, style of establishment
Evaluate
Measure and compare against quality standards
Storage procedures
Temperature controlled, freezing (conventional and blast), date, labelling, covered, position, stock rotation, vacuum packing, bottling

Learning outcome
The learner will:
2. understand how to produce vegetable and vegetarian dishes
Assessment criteria
The learner can:
2.1   identify **commodities** suitable for vegetarian and vegan dishes
2.2   describe **advanced skills and techniques** for preparing and cooking vegetables
2.3   state **factors** affecting the **composition** of vegetables
2.4   describe how the **composition** of different vegetables **influences** the choice of cooking method

2.5 explain the **effect of cooking methods** on vegetables

2.6 describe the **cooking requirements** for different vegetables

2.7 identify **relevant sauces and dressings** to serve with advanced vegetable products

2.8 identify the **quality points** for a range of vegetable dishes

2.9 describe how to control time, temperature and environment to achieve desired outcome in vegetable dishes

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Range

Commodities

Nuts, rice, pulses, root, tuber, bulb, leaf and brassica, seed, vegetable fruits, stem and shoot/sprouting, fungi, flower, squash, vegetable protein, mycoprotein, seaweed/sea vegetables, exotic/uncommon (bok/pak choi), specialist fungi (eg morel, trompette, chanterelle, enoki, cepes, porcini, black and white truffles), artichokes (globe, Jerusalem), salsify, okra, water chestnuts, bamboo shoots, fennel, white asparagus, kohlrabi

Advanced skills and techniques

Use tools and equipment with precision and speed, refinement of techniques

Turning, shaping, carving, marinading, smoking, extensions of pickling, sous vide, preparing globe artichokes, acidulated cooking liquids (artichokes, salsify), étuve (eg white/red cabbage, peas), drying (tomato, vegetable crisps)

Factors

Origin, terrain, climate, season, variety, age, size, length of storage

Composition

Texture, water content, tissue structure, colour

Influences

Choice of cooking method, saucing, choice of dish

Effect of cooking methods

On nutritional value, structure

Cooking requirements

Degree of cooking (time, temperature), wet/dry method of cooking, additional flavours/seasoning, basting

Relevant sauces and dressings

Starch based, reduction based, butter thickened, foam, emulsion, herb oils, salsas

Quality points

Degree of cooking, appearance, flavour, aroma, texture, temperature

Unit 872   Advanced skills and techniques in producing vegetable and vegetarian dishes

Supporting information

Guidance

These skills and knowledge in unit 872 can be applied and demonstrated whilst achieving other craft units, as vegetables naturally form garnishes and accompaniments for many other dishes.

It is likely that at level 2, candidates will have developed good skills in the preparation and cookery of vegetables but at this level the skills will be further developed and honed, in particular knife skills and techniques to prepare vegetables and garnishes and use of more varied commodities and combinations of ingredients.

Unit 872 is a practical unit covering both advanced vegetable preparation and vegetarian dishes. Although primarily a practical unit, the theory of origin, use, quality, selection of commodities will need to be explained and underpin the candidates' knowledge in practical sessions. Some of the theory work on origins may have been covered in other units, for example unit 303 looked at sourcing, quality and customer requirements/expectations based upon price and quality.

The vegetarian aspect of this unit should form a considerable part of the unit and the candidate will need to understand the different types of vegetarians and their specific needs and could experiment with alternative ingredients when working on unit 872.

The internet, television, cookery books and guest speakers will all provide the candidate with ideas and inspiration. The Vegetarian Society along with other organisations will provide a wealth of information. Candidates should consider the quality of organic products, fair trade etc and this may also be covered in unit 872.

The range is varied and candidates should be encouraged to produce dishes that show skills, imagination and flair. The range provides examples of the sorts of dishes that could be prepared all range items should be addressed either as a practical skill or in theory sessions.

Practical work experience will be of benefit for candidates to demonstrate their abilities in a real life environment and build their confidence and pace. Work placements should be encouraged in local restaurants, cafes, pubs and hotels. Equally guest speakers from local employers and visits to local

restaurants, hotels and conferences should be encouraged to ensure teaching and learning is contemporary with industrial trends.

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

Unit 873   Advanced skills and techniques in producing meat dishes

UAN:	A/506/1737
Level:	3
Credit value:	17
GLH:	140
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The aim of this unit is to enable the candidate to develop the necessary advanced skills knowledge and understanding of the principles in preparing and cooking meat to dish specifications. The emphasis in this unit is to develop precision, speed and control in existing skills and develop more refined and advanced techniques. Candidates will also be expected to apply the working methods they have learnt in Unit 302 The principles of supervising food safety for catering.

Learning outcome
The learner will:
1. be able to prepare meat, cuts, joints and associated products
Assessment criteria
The learner can:
1.1 apply professional standards of practices
1.2 prepare meat, cuts, joints and meat products to dish specifications using advanced skills and techniques
1.3 implement correct **storage procedures**

Range
Professional standards of practices
Appearance, health and safety, working to set timescales adjusting as necessary
Meat, cuts, joints

Lamb/mutton (eg saddle, shoulders, best end, loin, noisette, kidneys), pork/bacon (eg leg, loin, shoulder, chop, trotters), beef (eg sirloin, topside, shin, fillet steak, tongue), veal (eg cushion, saddle, mignon, cutlet, sweetbreads)

Dish specifications

Methodology, exact quantities, timings, presentation, portion control, yield

Advanced skills and techniques

Use tools and equipment with precision and speed, refinement of techniques

Larding, barding, tunnel boning, smoking, curing, drying, compressing and shaping techniques, substances used for tenderising, marinades, sous vide, mincing/blending and preparation of fine/coarse forcemeats (eg for quenelles, moussellines, pojarskis, terrines, pates, sausages)

Storage procedures

Temperature, date, labelling, covered, position, stock rotation

Learning outcome
The learner will:
2. understand how to prepare meat, cuts, joints and associated products
Assessment criteria
The learner can:
2.1 state **factors** affecting the **composition** of meat
2.2 describe how the **composition** of different meats **influences** the choice of processes and preparation methods
2.3 describe the range of products available after dissection of a carcass
2.4 describe the **methods** in producing **fine and coarse forcemeats**
2.5 compare the **effects** of different **preservation methods** for meat

Range
Factors
Origin, breed, age, feed, cut, wellbeing (eg organic), slaughtering method, period of ageing
Composition
Texture, fat content, muscle development
Influences
Requirement for addition of fats (eg larding, barding), choice of tenderising methods, choice of preparation relating to dish requirements

Methods

Blending (manual/mechanical), accurate seasoning, fine sieve, ice/chill, addition of protein (eg egg white), incorporation of cream, testing (eg poach, fry)

Fine and coarse forcemeats

Terrines, pates, sausages

Effects

On texture, taste, suitability for use, nutritional value, shelf life, colour

Preservation methods

Smoking, curing, drying, pickling, salting, marinating, canning. Storing methods;
Chilling, vacuum packing, freezing (conventional and blast)

Storing methods:

Chilling, vacuum packing, freezing (conventional and blast)

Learning outcome
The learner will:
3.   be able to produce meat dishes and associated products
Assessment criteria
The learner can:
3.1   apply **professional standards of practices**
3.2   produce **meat based dishes** to **dish specifications** using **advanced skills and techniques**
3.3   finish **meat based dishes** using **advanced skills**
3.4   present dishes to meet **styles** of service
3.5   evaluate finished dishes
3.6   implement correct storage procedures

Range
Professional standards of practices
Appearance, health and safety, working to set timescales adjusting as necessary
Meat based dishes
Meat dishes, associated products (eg sausages, terrines, pates), hot and cold canapés, soups
Dish specifications
Including portion control, yield, garnishes, produce and use refined (clarity, texture, depth of flavour, consistency, seasoning), sauces

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(foam/emulsion, gravies, jus), dressings (oils), flavourings (herbs, spices, wine), associated products, consistency, flavour, seasoning, temperature, carving

Advanced skills

Use tools and equipment with precision and speed, refinement of techniques

Advanced techniques

Sous vide cooking, preparing, cooking and finishing bone marrow, cooking and presenting sweetbreads, preparing and cooking Osso Bucco

Styles

Plated, silver, family service, gueridon/carving, style of establishment

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Learning outcome
The learner will:
4. understand how to produce meat dishes and associated products
Assessment criteria
The learner can:
4.1 describe how the **composition** of different meats **influences** the choice of cooking method
4.2 explain the **effects** that cooking methods have on fats, proteins and connective tissues within meat
4.3 describe the **cooking requirements** for different **joints, cuts of meat and offal**
4.4 identify **relevant sauces and dressings and finishes** for advanced meat products
4.5 describe the **quality points** for a range of meat dishes and offal
4.6 describe how to control time, temperature and environment to achieve desired outcome in meat dishes
4.7 describe the skills required to check and finish the dish to specification

Range
Composition
Texture, fat content, muscle development, colour
Influences
Choice of cooking method, saucing, choice of dish
Effects
Melting/rendering, shrinkage/weight loss, tenderising, firming up, visual changes

Cooking requirements

Degree of cooking (time, temperature), wet/dry method of cooking, additional flavours/seasoning, basting

Joints, cuts of meat and offal

Lamb/mutton (eg saddle, shoulder, best end, noisette, kidneys), pork/bacon (eg leg, loin, shoulder, chop, trotters), beef (eg sirloin, topside, shin, fillet steak, tongue), veal (eg cushion, saddle, mignon, cutlet, sweetbreads)

Relevant sauces, dressings and finishes

Starch based, reduction based, monté au beurre, liaison finish, foam, emulsion, herb oils, salsas

Quality points

Tender, moist, sealed, degree of cooking, appearance, flavour, aroma, temperature

Unit 873 Advanced skills and techniques in producing meat dishes

Supporting information

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Guidance

This unit is a practical unit, although it is possible to cover each outcome separately, for example outcome 1 is a preparation outcome and may be able to be covered in a specific kitchen and larder session(s). Outcome 2 could be addressed through a mixture of taught practical sessions as well as during service in the college restaurant.

Within the theoretical aspects of this unit, there is a need for candidates to understand the commodities used and as with other units the candidate should have their knowledge of food but also flavours, cultural influences, texture, colours and combinations of ingredients developed. This could be done through tasting sessions in practical theoretical classes (demonstrations) as well as involvement in demonstration from suppliers of equipment and raw ingredients.

Unit 874   Advanced skills and techniques in producing poultry and game dishes

UAN:	L/506/1726
Level:	4
Credit value:	14
GLH:	110
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The aim of this unit is to enable the candidate to develop the necessary advanced skills knowledge and understanding of the principles in preparing and cooking poultry and game to dish specifications. The emphasis in this unit is to develop precision, speed and control in existing skills and develop more refined and advanced techniques. Candidates will also be expected to apply the working methods they have learnt in Unit 302 The principles of food safety supervision for catering.

Learning outcome
The learner will:
1.   be able to prepare poultry and game, cuts, joints and offal
Assessment criteria
The learner can:
1.1   apply professional standards of practices
1.2   prepare poultry and game to dish specifications using advanced skills and techniques
1.3   implement correct storage procedures

Range
Professional standards of practices

Appearance, health and safety, working to set timescales adjusting as necessary

Poultry and game

Poultry (eg quail, chicken (inc poussin), turkey, guinea fowl, goose), feathered game (eg pheasant, grouse, wood pigeon, wild duck, partridge, woodcock, snipe), furred game (eg rabbit, hare), large game (eg venison, wild boar)

Dish specification

Methodology, precise quantities, timings, presentation, balance of ingredients

Advanced skills

Use tools and equipment with precision and speed, refinement of techniques

Advanced preparation techniques

Cut hare/rabbit into portions, prepare saddle of rabbit/hare/venison (long and short), tying, trussing whole poultry/game birds for pot roast, barding, larding, boning inc tunnel boning and seaming, mincing/blending and preparation of fine/coarse forcemeats (eg for quenelles, mousselines, pojarskis, terrines, pates, sausages, ballotine, galantine), compressing and reforming/shaping, smoking, curing, drying, tenderising, marinades, sous vide

Storage procedures

Temperature, date, labelling, covered, position, stock rotation

Learning outcome
The learner will:
2.   understand how to prepare poultry, and game, cuts, joints and offal
Assessment criteria
The learner can:
2.1   explain the difference between **poultry and game**
2.2   identify different types of **poultry and game**
2.3   identify the **seasons** for game
2.4   state **factors** affecting the composition of meat
2.5   describe the **quality points** for poultry and game
2.6   describe how the **composition** of the meat **influences** the choice of processes and preparation methods
2.7   identify **cuts,joints and offal** after dissection
2.8   describe the **methods** in producing fine and coarse forcemeats
2.9   compare the **effects** of different **preservation methods** for poultry and game

Range

Poultry and game

Poultry (eg quail, chicken (inc poussin), turkey, guinea fowl, goose), feathered game (eg pheasant, grouse, wood pigeon, wild duck, partridge, woodcock, snipe), furred game (eg rabbit, hare), large game (eg venison, wild boar)

Seasons

Open season, closed seasons for furred and feathered game, quality, availability, variety according to season

Factors

Origin (wild, domesticated, free range, organic), breed, age, feed (eg corn fed), season, slaughtering method, period of ageing, muscle development, cut (with/against grain)

Quality points

Age, undamaged, pliability of breast bone, plumpness of breast, tearability (ears of rabbits/hares, webs of ducks), brittleness of beak, freshness, aroma, colour, packaging, temperature, texture, water content

Composition

Texture, fat content, muscle development, colour

Influences

Requirement for addition of fats (eg larding, barding), choice of tenderising methods, choice of preparation relating to dish requirements

Cuts/joints and offal

Cuts/joints: haunch, saddle, leg, loin fillet, medallion, shoulder
Offal: head, liver, kidney, heart, gizzard, cocks combs

Methods

Blending (manual/mechanical), accurate seasoning, fine sieve, ice/chill, addition of protein (eg egg white), incorporation of cream, testing (eg poach, fry)

Effects

On texture, on taste, on suitability for use, on nutritional value, shelf life, colour, purchasing units

Preservation methods

Smoking, curing, drying, pickling, salting, marinating, canning, vacuum packing, confit, rillettes, chilling, freezing (conventional and blast)

Learning outcome
The learner will:
3. be able to produce poultry, game dishes and offal
Assessment criteria
The learner can:
3.1   apply **professional standards of practices**
3.2   produce **poultry and game dishes** to **dish specifications using advanced skills and techniques**
3.3   finish **poultry and game dishes** using **advanced skills**
3.4   present dishes to meet **styles** of service
3.5   **evaluate** finished dishes
3.6   implement correct storage procedures

Range
Poultry and game dishes
Poultry and game dishes (eg jugged hare, pot roasting, ballotine, galantine, civet, salmis), associated products (eg sausages, terrines, pates), hot and cold canapés, game soups
Advanced skills
Use tools and equipment with precision and speed, refinement of techniques
Styles
Plated, silver, family service, gueridon/carving, buffet
Evaluate
Measure and compare against quality standards

Learning outcome
The learner will:
4. understand how to produce poultry, game dishes and offal
Assessment criteria
The learner can:
4.1   describe how the **composition** of the meat affects the choice of cooking method
4.2   explain the **effect of cooking methods** on poultry and game
4.3   describe the **cooking requirements** for different joints, cuts of poultry, game and offal
4.4   identify **sauces and dressings** to serve with advanced poultry and game products
4.5   describe the **quality points** for a range of poultry and game dishes and offal
4.6   describe how to control time, temperature and environment to achieve desired outcome in poultry and game dishes

Range
Composition Texture, fat content, muscle development, colour **Effect of cooking methods** On fats, muscle tissues, connective tissues, nutritional value **Cooking requirements** Degree of cooking (time, temperature), wet/dry method of cooking, additional flavours/seasoning, basting **Sauces and dressings** Starch based, reduction based, butter thickened, blood and vinegar liaison thickened, foam, emulsion, herb oils, salsas **Quality points** Tender, moist, browned/seared, degree of cooking, appearance, flavour, aroma, temperature, consistency, texture, portion size

Unit 874 Advanced skills and techniques in producing poultry and game dishes

Supporting information

Guidance

This unit is primarily a practical unit but it may be possible to cover each outcome differently, for example, outcome 1 is a preparation outcome and may be able to be covered in a specific kitchen and larder session(s). Outcome 2 could be addressed through a mixture of taught practical sessions as well as sessions in the college restaurant.

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

Within theoretical aspects of this unit there is a need for candidates to understand the commodities used and as with other units the candidate should have their knowledge of food but also flavours, cultural influences, texture, colours and combinations of ingredients developed. This could be done through tasting sessions in practical theoretical classes (demonstrations) as well as involvement in demonstration from suppliers of equipment and raw ingredients.

Candidates should also be encouraged to experiment with food and combinations of ingredients. This could be covered in part by other units for example unit 852. In order for this experiential learning to take place there will need to be clear planning of the qualification delivery via schemes of work and lesson plans for both practical and theory in a holistic format.

Unit 875   Advanced skills and techniques in producing fish and shellfish dishes

UAN:	R/506/1744
Level:	3
Credit value:	12
GLH:	100
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The aim of this unit is to enable the candidate to develop the necessary advanced skills knowledge and understanding of the principles in preparing and cooking fish and shellfish to dish specifications. The emphasis in this unit is to develop precision, speed and control in existing skills and develop more refined and advanced techniques.

Candidates will also be expected to apply the working methods they have learnt Unit 302 The principles of food safety supervision for catering. |

Learning outcome
The learner will:
1. be able to prepare fish and shellfish dishes and fish and shellfish products
Assessment criteria
The learner can:
1.1 apply professional standards of practices
1.2 prepare fish and shellfish to dish specifications using advanced skills and techniques
1.3 implement storage procedures
1.4 explain the **impacts** of line caught, net caught and farmed fish

City & Guilds Level 3 Diplomas in Advanced Professional Cookery (7100-85/86)

Range
Professional standards of practices Appearance, health and safety, working to set timescales adjusting as necessary **Fish** Exotic fish (eg barramundi, grouper, tilapia), oily fish (eg tuna, mackeral, eels), flat fish (eg, Dover sole, brill), round fish (eg Pollock, sea bass, red snapper), fresh water fish (eg bream, pike, sandre) **Shellfish** Crustacean (eg lobster, langoustine, crayfish, crabs), molluscs (eg clams, scallops, oysters), cephalopods (eg octopus, squid, cuttle fish) **Dish specification** Portion control, yield, garnishes, produce and use fillings/refined sauces/dressings/soups (bisques, chowders, Nantua, Americaine, rouille) **Advanced skills** Use tools and equipment with precision and speed, refinement of techniques, professional practice (appearance, health and safety, working to set timescales) **Advanced techniques** Removing double fillets, gutting through the gills, removing bones leaving whole fish intact, skinning eel, stuffing whole fish with multiple fillings, cutting fish for sushi or sashimi, opening oysters, compressing and shaping techniques, marinades, sous vide, carving, mincing/blending and preparation of fine/coarse forcemeats **Impacts** Environment, sustainability, quality of product, cost

Learning outcome
The learner will: 2. understand how to prepare fish and shellfish dishes and fish and shellfish products
Assessment criteria
The learner can: 2.1 describe the range of products available after filleting 2.2 describe the **methods** in producing **fine and coarse forcemeats** 2.3 explain the uses of types of **panadas** 2.4 compare the **effects** of different **preservation methods** for fish and shellfish

Range
Methods Blending (manual/mechanical), accurate seasoning, fine sieve, ice/chill, addition of protein (eg egg white), incorporation of cream, testing (eg poach) **Fine and coarse forcemeats** Terrines, pates, sausages, quenelles, mousselines **Panadas** Rice, bread, frangipane, choux based, potato **Effects** On texture, on taste, on suitability for use, on nutritional value, shelf life, colour, purchasing units **Preservation methods** Smoking, curing, drying, pickling, salting, marinating, canning, vacuum packing, freezing (conventional and blast), chilling

Learning outcome
The learner will: 3. be able to produce fish, shellfish dishes and fish and shellfish products
Assessment criteria
The learner can: 3.1 apply **professional standards of practices** 3.2 produce **fish and shellfish dishes** to **dish specification** using **advanced skills** and **techniques** 3.3 finish **fish and shellfish dishes** using **advanced skills** 3.4 present dishes to meet **styles** of service 3.5 **evaluate** finished dishes 3.6 implement **storage procedures**

Range
Professional standards of practices Appearance, health and safety, working to set time scales and adjusting as necessary Fish and shellfish based dishes Fish and shellfish dishes, associated products (eg terrines), hot and cold canapés, soups **Fish** Exotic fish (eg barramundi, grouper, tilapia), oily fish (eg tuna, mackerel, eels), flat fish (eg Dover sole, brill), round fish (eg Pollock, sea bass, red snapper), fresh water fish (eg bream, pike, sandre)

Shellfish

Crustacean (eg lobster, langoustine, crayfish, crabs) molluscs (eg clams, scallops, oysters) cephalopods (eg octopus, squid, cuttle fish)

Dish specification

Including portion control, yield, garnishes, produce and use refined (clarity, texture, depth of flavour, consistency, seasoning), sauces (foam/emulsion, gravies, jus), dressings (oils), flavourings (herbs, spices, wine), soups (bisques, chowders, nantua, Americaine, rouille), consistency, flavour, seasoning, temperature, carving, saucing

Advanced skills

Use tools and equipment with precision and speed, refinement of techniques, demonstrate professional practice (appearance, health and safety, working to set timescales)

Advanced techniques

Produce sushi or sashimi, shaping quenelles, producing hot soufflé, producing hot and cold multi-layered terrines, producing bisque, clarifying fish/shellfish consommé

Fish and shellfish based dishes

Fish and shellfish dishes, associated products (eg terrines), hot and cold canapés, soups

Fish

Exotic fish (eg barramundi, grouper, tilapia), oily fish (eg tuna, mackerel, eels), flat fish (eg Dover sole, brill), round fish (eg Pollock, sea bass, red snapper), fresh water fish (eg bream, pike, sandre)

Shellfish

Crustacean (eg lobster, langoustine, crayfish, crabs) molluscs (eg clams, scallops, oysters) cephalopods (eg octopus, squid, cuttle fish)

Advanced skills

Use tools and equipment with precision and speed, refinement of techniques, demonstrate professional practice (appearance, health and safety, working to set timescales)

Styles

Plated, silver, family service, gueridon, buffet

Evaluate

Measure and compare against quality standards

Storage procedures

Crushed ice, temperature control, vacuum packing, date labelling, covered, position, stock rotation

Learning outcome
The learner will:
4. understand how to produce fish, shellfish dishes and fish and shellfish products
Assessment criteria
The learner can:
4.1 describe how the **composition** of different fish and shellfish affects the choice of cooking method
4.2 explain the **effect of cooking methods** on fish and shellfish
4.3 describe the **cooking requirements** for different fish and shellfish
4.4 identify **sauces and dressings** to serve with advanced fish and shellfish products
4.5 describe the **quality points** for fish and shellfish dishes
4.6 describe how to control time, temperature and environment to achieve desired outcome in fish and shellfish dishes
4.7 describe the skills required to check and finish the dish to specification

Range
Composition
Texture, fat content, colour
Effect of cooking methods
On fats, proteins, connective tissues
Cooking requirements
Degree of cooking (time, temperature), wet/dry method of cooking, additional flavours/seasoning, basting
sauces and dressings
Starch based, reduction based, monté au beurre, liaison thickened, foam, emulsion, herb oils, salsas
Quality points
Degree of cooking, proportions, size, precision, appearance, flavour, aroma, temperature, colour, consistency, freshness, texture

Unit 875 Advanced skills and techniques in producing fish and shellfish dishes

Supporting information

Guidance

This unit is primarily a practical unit but it may be possible to cover each outcome differently for example outcome 1 is a preparation outcome and may be able to be covered in a specific kitchen and larder session(s). Outcome 2 could be addressed through a mixture of taught practical sessions as well as sessions in the college restaurant.

The practical skills for this unit are at advanced level and this should be reflected in the dishes produced where candidates should demonstrate a range of practical preparation and cookery skills the use of both fish and shellfish commodities may be evident in individual dishes.

In the theoretical aspects of this unit there is a need for candidates to understand the commodities used and, as with other units, the candidate should have their knowledge of food but also flavours, cultural influences, texture, colours and combinations of ingredients developed. This could be done through tasting sessions in practical theoretical classes (demonstrations) as well as involvement in demonstration from suppliers of equipment and raw ingredients.

This unit will need to be well planned to take account of the availability and sustainability of fish and shellfish and it may be possible to use demonstrations within the centre or to take advantage of demonstrations by suppliers.

Unit 876   Produce dough and batter products

UAN:	H/506/1747
Level:	3
Credit value:	4
GLH:	37
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
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. Candidates will also be expected to apply the working methods they have learnt in unit 851 Supervising Health and Safety in the Hospitality Industry and Unit 302 The principles of food safety supervision for catering.

Learning outcome
The learner will:
1.   be able to produce dough and batter products
Assessment criteria
The learner can:
1.1   perform operations in line with current **professional standards of practices**
1.2   **produce dough and batter products** to **recipe specifications**
a. using traditional, classical and modern skills and techniques
b. using **culinary science**
c. using contemporary styles
1.3   carry out **quality checks** during production of fermented dough and batter products
1.4   identify potential faults for a range of fermented dough and batter products
1.5   correct products that do not meet quality requirements

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Range
Professional standards of practices   Appearance, health and safety, working to set timescales adjusting as necessary   **Produce**   Advanced preparation methods; Biga/ polish, sponge and dough, ferment and dough, sourdough, calculating dough temperature, piping (eg savarin), activated dough development (ADD)   **dough products**   Artisanal breads (sour doughs, specialist flours, extended ferments), Danish pastries, croissants, flatbreads, speciality doughs (walnut and sultana bread)   Fermented: enriched, foccacia, ciabatta, baguettes, Rye bread, brioche, savarin, panetone, stollen, kügelhopf, bagel, blinis   Non-fermented: puri, paratha, chapatti, crumpets, waffles, tortillas, pretzel, soda bread, pumpernickel   Batter products   Savarins, babas, blinis   **Recipe specification**   Methodology, commodity specification (eg types of flour/gluten content, fresh or dried yeast), exact quantities, timings, presentation details, photograph, specialist equipment   **Culinary science**   Eg yeast feeding, bread improving, gluten, CO_2 fermentation, combination cooking (eg bagels)   **Quality checks**   Appearance, flavour, aroma, temperature, colour, consistency, freshness, texture, degree of cooking, proportions, precision

Learning outcome
The learner will: 2. understand how to produce dough and batter products
Assessment criteria

The learner can:
 2.1   explain techniques for the production of fermented dough and batter products, including
      a. traditional, classical and modern skills and techniques
      b. culinary science
      c. contemporary styles
 2.2   list appropriate flavour combinations

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2.3 explain **considerations when balancing ingredients** in recipes for fermented dough and batter products

2.4 explain the effect of preparation and **cooking methods** on the end product

2.5 describe how to control time, temperature and environment to achieve desired outcome when producing fermented dough and batter products

Range
Considerations when balancing ingredients Insufficient yeast leading to small volume of bread, tough and close textured crumb, high crust colour. Insufficient salt or sugar leading to anaemic coloured crust, flat shape and loose/woolly textured crumb, proportion of liquid ingredients to dry **Effect of cooking methods** Maillard effect, soft crust (baking in dry heat), formation of crust (baking with steam injection), crispness (deep frying)

Learning outcome
The learner will: 3. be able to finish dough and batter products
Assessment criteria

The learner can:
3.1 **finish** dough and batter products
    a. using traditional, classical and modern **skills and techniques**
    b. using **culinary science**
    c. using contemporary styles
3.2 check the finished product meets dish requirements
3.3 present products to meet styles of service
3.4 **store** dough and batter products correctly

Range
Finish Finishing methods include Water icing, glazes (apricot, gum), syrups, steam, seeds, cheese, cracked wheat **Culinary science** Eg glazers, crystallisation, steam injection **skills and techniques** Decorating techniques - Piping, shaping and moulding, prep for tandoori bread types Skills - Identify the degree of colour, presentation skills, clarity of flavour, correct aroma

Storage procedures
Temperature and humidity control, date, labelling, covered, position, stock rotation

Learning outcome
The learner will:
4. understand how to finish dough and batter products
Assessment criteria
The learner can:
4.1 identify **fillings**, glazes, creams and icings for dough and batter products
4.2 identify ingredients in paste products that may cause allergic reactions
4.3 calculate food costs for producing dough and batter products
4.4 **explain** how food costs and other factors affect profit when producing dough and batter products

Range
Fillings
Chocolate, marzipan, fruit puree, pastry cream, lemon curd, nut pastes, conserves, fruits, crème chantilly, herbs, spices, vegetables
Explain
To include evaluation: measure and compare against quality standards.

Unit 876 Produce dough and batter products

Supporting information

Guidance

It should be recognised that candidates working towards the Advanced Professional Cookery Qualification at Level 3 are likely to have completed a Level 2 Professional Cookery Qualification or have extensive experience in the industry.

By whatever path a candidate comes to be studying, it is important that they are aware of the level of commitment required to become a successful chef. It should be made clear that professional standards are essential and that demonstrating good practice and behavioural attitudes are vital for anyone looking for a career within the catering industry. Good attendance and punctuality should reflect the expectations of employers. Successful teamwork will depend on the efforts of each individual.

It will be apparent that many commodities are expensive and should they not be available within the learning environment additional practice must be obtained through the provision of work experience within the industry to broaden knowledge expertise and experience of the commodities methods and skills in the listed range.

This unit aims to combine basic techniques with flair and creativity and should demonstrate the candidate's ability to develop creative interpretations. The unit will require intensive development of skill so that the candidate can demonstrate the practical competences demand.

Techniques will be covered through the production of small decorative items. Candidates need not master all techniques, but should be exposed to all.

Practical work experience will be of benefit for candidates to demonstrate their abilities in a real life environment and build their confidence and pace. Work placements should be encouraged in local restaurants, cafes, pubs and hotels. Equally, guest speakers from local employers and visits to local restaurants, hotels and conferences should be encouraged to ensure teaching and learning is contemporary with industrial trends.

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

Please note that these recommended websites are provided in good faith by City & Guilds. The Web addresses are correct at the time of print. However, Web sites change addresses and domain names change hands. Centres are strongly advised to check all listed websites before providing access to candidates. It is solely the centre's responsibility to undertake these checks. City & Guilds/HAB will accept no responsibility for candidates accessing inappropriate or offensive sites while researching these sites, either deliberately or accidentally.

CD ROMs

- Customer Service Skills CD-ROM, Gillespie, C., Butterworth-Heinemann, Oxford, 2001
- Food and Beverage Management Mediabase CD-ROM, Gillespie, C., Butterworth-Heinemann, Oxford, 2001
- R.E.P.E.R.E.S. Software for self-assessment of professional customer service skills CD-ROM, Eurochambres, Brussels, 2001
- Springteractive, Springboard UK

Videos

- Bacteria bites business (FSA)
- A clean sweep (Highfield)
- E-Coli 0157 (RSSL)
- Pests on the menu (CIEH)
- Food hygiene, the movie 1&2 (Highfield)
- HACCP (RSSL)

Unit 877   Produce petits fours

UAN:	R/506/1730
Level:	3
Credit value:	6
GLH:	56
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish petits fours for service.

Learning outcome
The learner will:
1. be able to produce petits fours
Assessment criteria
The learner can:
1.1   perform operations in line with current **professional practices**
1.2   produce **petits fours**, including glacé, sec and confiserie variée, to **recipe specifications**
a. using traditional, classical and modern skills and **techniques**
b. using **culinary science**
c. using contemporary styles
1.3   carry out **quality checks** during production of petits fours
1.4   identify potential faults for a range of petits fours
1.5   correct products that do not meet quality requirements

Range
Professional practices
Appearance, health and safety, working to set timescales adjusting as necessary
petit fours
Glacé: fruit desguises, fruit au caramel, fondant dips, Carolines au chocolat
Sec: macaroon, carre de vigne, Rothchilds, boules de neige, Florentines

Confiserie variée: Turkish delight, fudge, nougat montelimar, dipped chocolate, moulded chocolates truffles

Recipe specifications

Methodology, commodity specification (eg gluten content of flour), exact quantities, timings, presentation details, photographs, specialist equipment

Techniques

Cooking sugar to the correct temperature, piping, precision cutting, colouring, addition of flavour, moulding, tempering chocolates, aeration

culinary science

e.g. fat: flour ratios, inversions, humidity controls, gels, fast freezing, methocyl, science behind soufflés, foams, stabilisers, emulsifiers

Quality checks

Degree of cooking, proportions, size, precision, appearance, flavour, aroma, temperature, colour, consistency, freshness, texture

Learning outcome
The learner will:
2. understand how produce petit fours
Assessment criteria
The learner can:

2.1   explain techniques for the production of petits fours, including
    a. Importance of consistency
    b. Traditional, classical and modern skills and techniques
    c. Culinary science
    d. Contemporary styles
2.2   list appropriate flavour combinations
2.3   explain considerations when balancing ingredients in recipes for petits fours
2.4   explain the effect of **preparation and cooking methods** on the end product
2.5   describe how to control time, temperature and environment to achieve desired outcome when producing petits fours.

Range
Preparation and cooking methods
Colour of finished product, texture, flavour, aroma, yield

Learning outcome
The learner will:
3. be able to finish petit fours
Assessment criteria
The learner can:
3.1 **finish** petits fours
a. Using traditional, classical and modern **skills** and techniques
b. Using **culinary science**
c. Using contemporary styles
3.2 check the finished product meets dish requirements
3.3 present products to meet **styles** of service
3.4 **store** petits fours correctly

Range
Finish
Dipping, moulding, piping, rolling, cutting, spreading, glazing, using acetate/guilding
skills
Use tools and equipment with precision and speed, refinement of techniques
culinary science
eg dehydration, emulsification, crystallisation
Styles
Style of service: restaurant, banquet, buffet
Store
Temperature and humidity controlled, date labelling, covered, position, stock rotation, vacuum packing

Learning outcome
The learner will:
4. understand how to finish petit fours
Assessment criteria
The learner can:
4.1 identify relevant fillings, glazes, creams and icings for petits fours
4.2 identify ingredients in petits fours that may cause allergic reactions
4.3 calculate food costs for producing petits fours
4.4 **explain** how food costs and other factors affect profit when producing petits fours

Range
Explain
To Include: evaluate – measure and compare against quality standards

Unit 878   Produce paste products

UAN:	L/506/1760
Level:	3
Credit value:	4
GLH:	38
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service.

Learning outcome
The learner will:
1. be able to produce paste products
Assessment criteria
The learner can:
1.1   perform operations in line with current **professional practices**
1.2   produce paste products to recipe specifications
a. using traditional, classical and modern skills and techniques
b. using culinary science
c. using contemporary styles
1.3   carry out **quality checks** during production of paste products
1.4   identify potential faults for a range of paste products
1.5   correct products that do not meet quality requirements

Range
Professional practices
Appearance, health and safety, working to set timescales adjusting as necessary
Paste products
Sweet, puff, choux, sablé, hot water, strudel, filo, linzer, short pastry
Recipe specification

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Methodology, commodity specification (eg gluten content of flour), exact quantities, timings, presentation details, photographs, specialist equipment

culinary science
eg adding fat to flour, fermentation, use of gelling agents, aeration types, effect on gluten, viscosity, emulsification, de-extrication

Quality checks
Appearance, flavour, aroma, temperature, colour, consistency, freshness, texture, degree of cooking, proportions, precision

Learning outcome
The learner will:
2. understand how to produce paste products
Assessment criteria
The learner can:

2.1 explain **techniques** for the production of paste products to include:
    a. construction
    b. traditional, classical and modern skills and techniques
    c. culinary science
    d. contemporary styles
2.2 list appropriate flavour combinations
2.3 explain **considerations when balancing ingredients** in recipes for paste products
2.4 explain the effect of **preparation** and cooking methods on the end product
2.5 describe how to control time, temperature and environment to achieve desired outcome when producing paste products

Range
Techniques
Glazing (fondant, chocolate, fruit, neutral, icing sugar), lattice, piping, quadrillage (branding with hot iron), scoring (pithivier), moulding paste
Considerations when balancing ingredients
Too much flour leading to dry and heavy paste, the balance of fat to flour to enhance and change the texture of pastry
Preparation methods
Lamination, stretching of paste for strudel, creaming, emulsification

Learning outcome

The learner will:
3. be able to finish paste products
Assessment criteria
The learner can:
3.1 **finish** paste products
a. using **construction techniques**
b. using traditional, classical and modern **skills** and techniques
c. using **culinary science**
d. using contemporary styles
3.2 check the finished product meets dish requirements
3.3 present products to meet styles of service
3.4 present products to meet styles of service
3.5 **store** paste products correctly

Range
Finish
Methods include use of fondant, quadrillage, apricot glaze, chocolate, scoring, lattice, caramelisation
Construction techniques
E.g. croque-en-bouche, mille-feuille, St Honore, gateaux religious
Skills
Use tools and equipment with precision and speed, refinement of techniques
Culinary science
Eg effects of gelling agents, emulsification, quadrillage, stabilisation, pectants, water holding capacity, foams
Storage procedures
Temperature and humidity control, date, labelling, covered, position, stock rotation

Learning outcome
The learner will:
4. understand how to finish paste products and the factors to consider when producing paste products
Assessment criteria
The learner can:
4.1 identify **fillings**, glazes, creams and icings for paste products
4.2 identify ingredients in paste products that may cause allergic reactions
4.3 calculate food costs for producing paste products

4.4	**explain** how food costs and other factors affect profit when producing paste products

Range
Fillings
Chocolate, fruit (fresh/dry), creams, frangipane, ganache, chibouste, mousseline, diplomat, praline, bavarois/mousse, lemon curd, meringue, savoury, savoury jellies
Sauces; chocolate, caramel, sauce Anglaise, fruit coulis
Explain
Include evaluate: measure and compare aqgainst quality standards

Unit 879 Produce hot, cold and frozen desserts

UAN:	K/506/1748
Level:	3
Credit value:	6
GLH:	50
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish hot, cold and frozen desserts for service.

Learning outcome
The learner will:
1. be able to produce hot, cold and frozen desserts
Assessment criteria
The learner can:
1.1 perform operations in line with current **professional practices**
1.2 **produce hot, cold and frozen desserts** to **recipe specifications**
a. Using traditional, classical and modern **skills** and techniques
b. Using **culinary science**
c. Using contemporary **styles**
1.3 carry out **quality checks** during production of hot, cold and frozen desserts
1.4 identify potential faults for a range of hot, cold and frozen desserts
1.5 correct dishes that do not meet quality requirements

Range
Professional practices
Appearance, health and safety, working to set timescales adjusting as necessary
Produce

City & Guilds Level 3 Diplomas in Advanced Professional Cookery (7100-85/86)

Preparation includes aeration, emulsification, addition of colours and flavours, use of setting agents, sugar boiling, chocolate tempering, extension of piping, extension of moulding

Hot desserts

Clafoutis, strudel, gratins, soufflés, extensions of puddings (cabinet, plum pudding, date pudding), riz a la Francais, Charlottes, extension of crêpes (eg Normandes, Parisienne, soufflé), hot fruit compôtes, modern trends (eg fondants, crumbles, warm almond cake), extensions of beignets (eg fruit, cheese), extensions of tarts (eg Alsacienne).

Cold desserts

Mousse cakes, mousse torte, extensions of bavarois (eg fruit, vanilla, en rubane), Charlottes, entremets, crème chibouste, cold rice, cold soufflé, oeufs à la neige, brulee, beau rivage, fruit compotes

Frozen desserts

Extensions of ice creams (eg fruit based, flavoured with alcohol), ice soufflé, water ices, sorbets, granites, parfaits, bombes, biscuits glacés, omelette soufflé surprise

Recipe specifications

Methodology, commodity specification (eg types of chocolate and setting agents, fat content of creams), exact quantities, balancing ingredients, timings, presentation details, photograph, equipment required portion control, yield, garnishes, produce and use fillings and sauces (fillings: crème diplomat, crème mousseline, frozen and set inserts, mousses, bavarois, fruits

Sauces: caramel, chocolate, fruit coulis, syrups, foams (hot and cold), sabayon

Preparation - aeration, emulsification, addition of colours and flavours, use of setting agents, sugar boiling, chocolate tempering, extension of piping, extension of moulding

Culinary science

Eg fast freezing, methacyl, science behind soufflés, foams, stabilisers, emulsifiers

Styles

Style of establishment; guéridon, plated service, trolley service

Learning outcome
The learner will:
2. understand how to produce hot, cold and frozen desserts
Assessment criteria
The learner can:

2.1 explain **techniques** for the production of hot, cold and frozen desserts to include:
   a. traditional, classical and modern **skills** and techniques
   b. culinary science
   c. contemporary styles

2.2 list appropriate flavour combinations

2.3 explain **considerations when balancing ingredients** in recipes for hot, cold and frozen

2.4 explain the **effect of preparation and cooking methods** on the end product

2.5 describe how to control time, temperature and environment to achieve **desired outcome** when producing hot, cold and frozen desserts

Range
Techniques
Soufflés, pate a bombe, iced parfait, construction of mousse cakes (entremets), and decorations, sugar cooking and decorations for desserts, plating desserts
Skills
Use tools and equipment with precision and speed, refinement of techniques
Considerations when balancing ingredients
Scaling, quality, consistency, portion control, compatibility of colour, texture and flavours
Effect of preparation and cooking methods
Colour, texture, flavour, aroma, yield
Desired outcome
Evaluate – measure and compare against quality standards

Learning outcome
The learner will:
3. be able to finish hot, cold and frozen desserts
Assessment criteria
The learner can:
3.1 **finish** hot, cold and frozen desserts
a. using traditional, classical and modern skills and techniques
b. using **culinary science**
c. using contemporary styles
3.2 check the finished product meets dish requirements
3.3 present dishes to meet **styles** of service
3.4 **store** hot, cold and frozen desserts correctly

City & Guilds Level 3 Diplomas in Advanced Professional Cookery (7100-85/86)

Range
Finish
Includes decorating.
Cooked sugar/isomalt (bubble, piped, pulled, spun, poured), glazing, piping, chocolate (motifs, piped, acetate), use of biscuit/tuilles, fruit crisps, nougatine, chocolate tempering
Culinary science
E.g. dehydration, emulsification, crystalisation
Styles
Style of establishment; guéridon, plated service, trolley service
Store
Storage procedures to include temperature and humidity controlled, date labelling, covered, position, stock rotation, vacuum packing

Learning outcome
The learner will:
4. understand how to finish and factors to consider when producing hot, cold and frozen desserts
Assessment criteria
The learner can:
4.1 identify **fillings and refined sauces** for hot, cold and frozen desserts
4.2 identify ingredients in hot, cold and frozen desserts that may cause allergic reactions
4.3 calculate food costs for producing hot, cold and frozen dessert
4.4 explain how food costs and other factors affect profit when producing hot, cold and frozen desserts

Range
Fillings and refined sauces
Crème diplomat, crème mousseline, chocolate sauce, lemon cream, foams, sabayons, glazes, ganache, fruit sauces

Unit 880   Produce biscuits, cake and sponges

UAN:	F/506/1738
Level:	3
Credit value:	6
GLH:	49
Relationship to NOS:	This unit is linked to the Hospitality and Catering NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
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. Candidates will also be expected to apply the working methods they have learnt in unit 851 Supervising Health and Safety in the Hospitality Industry and Unit 302 The principles of food safety supervision for catering.

Learning outcome
The learner will:
1. be able to produce biscuits, cakes and sponges
Assessment criteria
The learner can:
1.1   perform operations in line with current **professional practices**
1.2   produce biscuits, cakes and sponges to recipe specifications
a. using traditional, classical and modern **skills** and **techniques**
b. using **culinary** science
c. using contemporary styles
1.3   carry out quality checks during production of biscuits, cakes and sponges
1.4   identify potential faults for a range of biscuits, cakes and sponges
1.5   correct products that do not meet **quality requirements**

Range
Professional practices Appearance, health and safety, working to set timescales adjusting as necessary **Produce** Preparation methods include tempering couverture, moulding marzipan, aeration (chemical, combination, mechanical), separated egg sponge method **Biscuits** Tuiles (coconut, almond, dentelle, grue de cacao), sable, Viennese, Japonaise, Dutch biscuits **Cakes and sponges** Sugar batter (eg Madeira, fruit, pain de gene, lemon cake, banana cake), melting method (eg parkin, chocolate brownies, bannocks), flour batter (eg muffins, Madeleines), fatless sponge (eg Swiss roll, roulades, dacquoise, Japonnaise), separated egg (eg biscuit jaconde, sacher sponge), whole egg foams (eg genoise), aerated egg white method (eg. Financiers), miscellaneous (eg Welsh cakes, pain d'epice) **Recipe specifications** Methodology, commodity specification (eg types of flour and sugar, frozen, fresh or dehydrated egg), exact quantities, timings, presentation details, photographs, equipment required **Skills** Use tools and equipment with precision and speed, refinement of techniques **Techniques** Couverture (motifs, acetate, piped, cigarettes), glazes, marzipan, croquant, run outs, piping creams **Culinary science** Eg sugar ratio, sponge emulsifiers, gluten in flour, types of flour, fat: flour ratios, glycerine, fat on shelf life, effects of baking powder, exfotes, enfotes **Quality points** Appearance, flavour, aroma, temperature, colour, consistency, freshness, texture, degree of cooking, proportions, precision

Learning outcome
The learner will:
2. understand how to produce biscuits, cakes and sponges

Assessment criteria
The learner can:

2.1 explain **techniques** for the production of biscuits, cakes and sponges, including
    a. construction
    b. traditional, classical and modern skills and techniques
    c. culinary science
    d. contemporary styles

2.2 list appropriate flavour combinations

2.3 explain **considerations when balancing ingredients** in recipes for biscuits, cakes and sponges

2.4 explain the **effects of preparation and cooking methods** on the end product

2.5 describe how to control time, temperature and environment to achieve **desired outcome** when producing biscuits, cakes and sponges

Range

Techniques
Couverture (motifs, acetate, piped, cigarettes), glazes, marzipan, croquant, run outs, piping creams

Considerations when balancing ingredients
Extra sugar leading to darker baked product with closer texture, too much liquid content leading to sunken cakes and lack of volume, lack of sugar leading to a smaller volume and heavy texture of the finished cake, balancing ingredients using a formula to identify each ingredient in terms of percentage rather than metric weight

Effects of preparation methods
Tempering couverture, moulding marzipan, aeration (chemical, combination, mechanical), separated egg sponge method

Effect of cooking/treating methods
Tempering couverture, starch within flour, raising agents, enzyme breakdown in fruits and starches

Desired outcome
evaluate – measure and compare against quality standards

Learning outcome
The learner will:
3. be able to finish biscuit, cakes and sponges
Assessment criteria
The learner can:

3.1   finish biscuits, cakes and sponges
   a. using construction techniques
   b. using traditional, classical and modern skills and techniques
   c. using **culinary science**
   d. using contemporary styles
3.2   present products to meet styles of service
3.3   **store** biscuits, cakes and sponges correctly

Range
Culinary science
Eg effects of temperature/ humidity on fondants, stabilisers in cream, emulsification for ganache
Storage procedures
Temperature and humidity control, date, labelling, covered, position, stock rotation

Learning outcome
The learner will:
4. understand how to finish and evaluate biscuits, cakes and sponges
Assessment criteria
The learner can:
4.1   identify **fillings**, glazes, creams and icings for biscuits, cakes and sponges 4.2   identify ingredients in biscuits, cakes and sponges that may cause allergic reactions 4.3   calculate food costs for producing biscuits, cakes and sponges 4.4   explain how food costs and other factors affect profit when producing biscuits, cakes and sponges

Range
Fillings
Ganache, chibouste, mousseline, diplomat, praline, bavarois/mousse, lemon curd, preserve/fresh fruit, continental butter cream

Appendix 1   Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

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 in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the
- Level 3 Diploma in Hospitality Supervision and Leadership (NVQ)
- Level 3 N/SVQ in Professional Cookery.

See individual units for specific links.

Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:
- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales (from September 2010).

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside this qualification.

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**.

Centre Manual - Supporting Customer Excellence 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:

- 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.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. 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 operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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