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

September 2017 Version 1.4
### Qualification at a glance

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

### Title and level

<table>
<thead>
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<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
<th>City &amp; Guilds number</th>
<th>Accreditation number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 Diploma in Advanced Professional Cookery</td>
<td>785</td>
<td>1000</td>
<td>7100-85</td>
<td>601/3142/1</td>
</tr>
<tr>
<td>Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder)</td>
<td>555</td>
<td>740</td>
<td>7100-86</td>
<td>601/3139/1</td>
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</tbody>
</table>

### Version and date

<table>
<thead>
<tr>
<th>Version and date</th>
<th>Change detail</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Sep 2014</td>
<td>Range for unit 874 (assessment criteria 2.3) updated</td>
<td>Units</td>
</tr>
<tr>
<td>1.2 Feb 2015</td>
<td>Corrected wording in Assessment section to apply to both 7100-85 and 7100-86 qualifications</td>
<td>Assessment</td>
</tr>
<tr>
<td>1.3 Feb 2016</td>
<td>UAN for unit 877 corrected</td>
<td>Introduction, Units</td>
</tr>
<tr>
<td>1.4 Sept 2017</td>
<td>Added GLH and TQT details, Removed QCF</td>
<td>Qualification at a glance and Introduction Appendix 1 and 2</td>
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<td>Unit 873 Advanced skills and techniques in producing meat dishes</td>
<td>42</td>
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<td></td>
<td>Unit 874 Advanced skills and techniques in producing poultry and game dishes</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Unit 875 Advanced skills and techniques in producing fish and shellfish dishes</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Unit 876 Produce dough and batter products</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Unit 877 Produce petits fours</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Unit 878 Produce paste products</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Unit 879 Produce hot, cold and frozen desserts</td>
<td>74</td>
</tr>
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<td></td>
<td>Unit 880 Produce biscuits, cake and sponges</td>
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1 Introduction

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

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

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

**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.

<table>
<thead>
<tr>
<th>Title and level</th>
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<th>TQT</th>
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<tbody>
<tr>
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<tr>
<td>Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder)</td>
<td>555</td>
<td>740</td>
</tr>
</tbody>
</table>
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.
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, 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:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment [Assessment] guide for centres</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>Answer pack</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>fast track approval forms/generic fast track approval form</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>

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, i.e., 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

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>870</td>
<td>Supervisory skills in the hospitality industry</td>
<td>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.</td>
</tr>
<tr>
<td>302</td>
<td>The principles of food safety supervision for catering</td>
<td>City &amp; Guilds short answer test.</td>
</tr>
<tr>
<td>871</td>
<td>Exploring gastronomy</td>
<td>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.</td>
</tr>
<tr>
<td>872</td>
<td>Advanced skills and techniques in producing vegetable and vegetarian dishes</td>
<td>Individual practical tasks and synoptic assignments.</td>
</tr>
<tr>
<td>873</td>
<td>Advanced skills and techniques in producing meat dishes</td>
<td>Underpinning knowledge short answer tests.</td>
</tr>
<tr>
<td>874</td>
<td>Advanced skills and techniques in producing poultry and game dishes</td>
<td>Collectively the above practical assessments will cover all the activities in the outcomes and sample the underpinning knowledge to verify coverage of the units.</td>
</tr>
<tr>
<td>875</td>
<td>Advanced skills and techniques in producing fish and shellfish dishes</td>
<td>These assessments are collectively certificated under unit number 7100-85-862 or 7100-86-864</td>
</tr>
<tr>
<td>876</td>
<td>Produce biscuit cake and sponges</td>
<td></td>
</tr>
<tr>
<td>877</td>
<td>Produce dough and batter products</td>
<td></td>
</tr>
<tr>
<td>Unit No.</td>
<td>Title</td>
<td>Assessment Method</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>878</td>
<td>Produce hot cold and frozen desserts</td>
<td>Externally set assessments, locally marked and externally verified.</td>
</tr>
<tr>
<td>879</td>
<td>Produce paste products</td>
<td></td>
</tr>
<tr>
<td>880</td>
<td>Produce petits fours</td>
<td></td>
</tr>
<tr>
<td>863</td>
<td>Food product development</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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.
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
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
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,
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 clearance 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 0157VTEC, 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

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

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:

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

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**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 explain 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**

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**Range**

**Requirements of health and safety legislation**
See HSE catering information leaflet

**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**

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Dining experiences</th>
<th>Fine dining, pub restaurants, traditional pubs, bistro states, brassieres, chains, themes, ethnic, fast food, take away, institutional</th>
</tr>
</thead>
</table>

**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, bistro states, 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

<table>
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<th>UAN:</th>
<th>R/506/1727</th>
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<tr>
<td>Level:</td>
<td>3</td>
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<td>Credit value:</td>
<td>9</td>
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<td>GLH:</td>
<td>90</td>
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<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to the Hospitality and Catering NOS.</td>
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<tr>
<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by People 1st</td>
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**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, gougerè (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

<table>
<thead>
<tr>
<th>Range</th>
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<tbody>
<tr>
<td><strong>Commodities</strong></td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

**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

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<table>
<thead>
<tr>
<th>Learning outcome</th>
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</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>2. understand how to prepare meat, cuts, joints and associated products</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 state factors affecting the composition of meat</td>
</tr>
<tr>
<td>2.2 describe how the composition of different meats influences the choice of processes and preparation methods</td>
</tr>
<tr>
<td>2.3 describe the range of products available after dissection of a carcass</td>
</tr>
<tr>
<td>2.4 describe the methods in producing fine and coarse forcemeats</td>
</tr>
<tr>
<td>2.5 compare the effects of different preservation methods for meat</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factors</strong></td>
</tr>
<tr>
<td>Origin, breed, age, feed, cut, wellbeing (eg organic), slaughtering method, period of ageing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texture, fat content, muscle development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement for addition of fats (eg larding, barding), choice of tenderising methods, choice of preparation relating to dish requirements</td>
</tr>
</tbody>
</table>
### 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 practice
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
(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
<table>
<thead>
<tr>
<th><strong>Cooking requirements</strong></th>
<th>Degree of cooking (time, temperature), wet/dry method of cooking, additional flavours/seasoning, basting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Joints, cuts of meat and offal</strong></td>
<td>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)</td>
</tr>
<tr>
<td><strong>Relevant sauces, dressings and finishes</strong></td>
<td>Starch based, reduction based, monté au beurre, liaison finish, foam, emulsion, herb oils, salsas</td>
</tr>
<tr>
<td><strong>Quality points</strong></td>
<td>Tender, moist, sealed, degree of cooking, appearance, flavour, aroma, temperature</td>
</tr>
</tbody>
</table>
Unit 873  
Advanced skills and techniques in producing meat dishes

Supporting information

**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

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**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
<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
</table>
| **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.

<table>
<thead>
<tr>
<th>Learning outcome</th>
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</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>1. be able to prepare fish and shellfish dishes and fish and shellfish products</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1 apply professional standards of practices</td>
</tr>
<tr>
<td>1.2 prepare fish and shellfish to dish specifications using advanced skills and techniques</td>
</tr>
<tr>
<td>1.3 implement storage procedures</td>
</tr>
<tr>
<td>1.4 explain the impacts of line caught, net caught and farmed fish</td>
</tr>
</tbody>
</table>
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, 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**
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

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**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

City & Guilds Level 3 Diplomas in Advanced Professional Cookery (7100-85/86)
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
## 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, kugelhopf, 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, CO2 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
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

- 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

petits 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**

E.g. 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
<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
</tr>
<tr>
<td>To Include: evaluate – measure and compare against quality standards</td>
</tr>
</tbody>
</table>
Unit 878 Produce paste products

<table>
<thead>
<tr>
<th>UAN:</th>
<th>L/506/1760</th>
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<tr>
<td>Level:</td>
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<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by People 1st</td>
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<tr>
<td>Aim:</td>
<td>This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service.</td>
</tr>
</tbody>
</table>

**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**
### 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

City & Guilds Level 3 Diplomas in Advanced Professional Cookery (7100-85/86)
The learner will:
3. be able to finish paste products

**Assessment criteria**

The learner can:

<table>
<thead>
<tr>
<th>3.1</th>
<th>finish paste products</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>using <strong>construction techniques</strong></td>
</tr>
<tr>
<td>b.</td>
<td>using traditional, classical and modern <strong>skills</strong> and techniques</td>
</tr>
<tr>
<td>c.</td>
<td>using <strong>culinary science</strong></td>
</tr>
<tr>
<td>d.</td>
<td>using contemporary styles</td>
</tr>
</tbody>
</table>

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**
E.g. 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:

<table>
<thead>
<tr>
<th>4.1</th>
<th>identify <strong>fillings</strong>, glazes, creams and icings for paste products</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>identify ingredients in paste products that may cause allergic reactions</td>
</tr>
<tr>
<td>4.3</td>
<td>calculate food costs for producing paste products</td>
</tr>
</tbody>
</table>
4.4 **explain** how food costs and other factors affect profit when producing paste products

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fillings</strong></td>
</tr>
<tr>
<td>Chocolate, fruit (fresh/dry), creams, frangipane, ganache, chiboust, mousseline, diplomat, praline, bavarois/mousse, lemon curd, meringue, savoury, savoury jellies</td>
</tr>
<tr>
<td>Sauces; chocolate, caramel, sauce Anglaise, fruit coulis</td>
</tr>
</tbody>
</table>

**Explain**
Include evaluate: measure and compare against quality standards
Unit 879  
Produce hot, cold and frozen desserts

<table>
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<th>UAN:</th>
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<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by People 1st</td>
</tr>
<tr>
<td>Aim:</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 à la Française, 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 chiboust, cold rice, cold soufflé, œufs à la neige, brulee, beau rivage, fruit compôtes

**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, mousse, 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

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>2. understand how to produce hot, cold and frozen desserts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
</tbody>
</table>
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, pâte 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

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**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
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

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<tr>
<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by People 1st</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary science</td>
</tr>
<tr>
<td>Eg effects of temperature/humidity on fondants, stabilisers in cream, emulsification for ganache</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Storage procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperature and humidity control, date, labelling, covered, position, stock rotation</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fillings</td>
</tr>
<tr>
<td>Ganache, chibouste, mousseline, diplomat, praline, bavarois/mousse, lemon curd, preserve/fresh fruit, continental butter cream</td>
</tr>
</tbody>
</table>
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

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

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City & Guilds Group
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