LEVEL 2 NVQ DIPLOMA IN PROFESSIONAL COOKERY

Candidate Logbook

Name

City & Guilds enrolment number

Date registered with City & Guilds

Date enrolled with centre

Centre name

Centre number

Centre address

Centre contact

Assessor name

Internal Verifier (IV) name

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City & Guilds

1 Giltspur Street
London EC1A 9DD
www.cityandguilds.com

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DOWNLOADABLE UNITS

For a full list of optional units, see overleaf. All other units are available to download at:

www.cityandguilds.com/logbookoptionalunits

If your centre subscribes to SmartScreen, you can also download the optional units from the SmartScreen website at: www.smartscreen.co.uk

SmartScreen.co.uk is the City & Guilds online support site, offering a range of materials for learners and tutors. Ask your tutor if your centre has a subscription, which will enable you to access extra resources and support materials.

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Download these at:
www.cityandguilds.com/logbookoptionalunits

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Prepare, cook and finish basic rice dishes

A FEW WORDS FROM MARCUS WAREING

HEAD CHEF, MARCUS WAREING AT THE BERKELEY HOTEL, LONDON

Being a chef is in my DNA, it's who I am, what I am and I wouldn't change it for anything – even though I only get four hours' sleep a night. When I was 16, I started a City & Guilds course and, six months in, it was suddenly like I had found my path in life. I had gone from being a normal lad at school to wanting to be top of the class, to come first in practicals, win competitions and be number one in exams. It gave me a thirst for success. There's no question that I would go back and do it again.

Good training gives you the basic grounding from which you can build your career. My older brother was a chef and he persuaded me to do the full-time City & Guilds course. It offered more than just cooking, it got us involved in all aspects of restaurant life: the food, the wine, health and hygiene, the restaurant service. We learned the methods of cooking by studying books in class as well as through practicals. It also gave us the discipline to stick at something we had signed up to do. That kind of discipline and commitment is what I still look for in people coming to work in my kitchen.

Be a chef and the world's your oyster – look where my job has taken me: I have worked with some of the biggest names in the business, Albert Roux and Gordon Ramsay among them; I have lived and worked in France; I have written three cookbooks and contributed to others; I have appeared on television; I have done features for newspapers and magazines; I have cooked for the Queen. And now, I own my own restaurant with my name over the door, two Michelin stars and 65 staff.

So where do I go next? Well, my love for food is stronger than it has ever been and I show that passion on every plate I send from my kitchen. Every dish I serve is an expression of the flavour combinations I enjoy myself. I have worked step by step to get to the highest levels where I am now and in getting here I have had tough times, but I have had lots of fun; I've pushed myself to the limit, but it's been worth it. I'm now aiming for three Michelin stars, although mostly I hope to continue with a career I am passionate about.

I hope that embarking on this course is the start of your culinary adventure, as it was for me. Oh, and one final thing: listen to your tutors, believe what they tell you and the advice they give you – chances are, they know what they are talking about.

'Good training gives you the basic grounding from which you can build your career.'

MEET THE CONTRIBUTORS

City & Guilds would like to thank all the contributors who have added their words of wisdom and experience to your logbook. Now you get to benefit from their experience by reading their hints and tips, which you'll find in all the units as you work through your qualification.

PAM RABONE
CITY & GUILDS HOSPITALITY CONSULTANT & GROUP QUALIFICATION ADVISOR

Pam has been a City & Guilds Professional Cookery and Food & Drink Service Consultant for 21 years. She has helped develop new qualifications, assessment support and other resources, and is involved with training and development of EQAs for City & Guilds and centre staff. She has been a trainer and a college lecturer, was Series Editor for the ProActive Hospitality and Catering textbooks, and has co-authored a number of other textbooks. Pam is the author of this logbook.

JUNE LANG
CITY & GUILDS HOSPITALITY CONSULTANT

June has worked in the hospitality industry for more than 20 years in a varied career that has included hotels, restaurants and directors' fine dining in the City of London. She has also been co-owner of the acclaimed Lang's restaurant in Leicestershire, and her industry experience has led to her involvement in education and training. She currently works as a hospitality consultant for City & Guilds.

RICHARD KNIGHTS
HEAD CHEF, THE LAVENDER HOUSE RESTAURANT, NORWICH

Richard is Head Chef of the award-winning The Lavender House restaurant in Norwich. He was a semi-finalist in the National Chef of the Year competition in 2006 and 2008, and received a certificate of merit in the Hospitality 2009 Salon Culinaire. A former student at Norwich City College, Richard has gone on to be a lecturer there.

ANDREW TURNER
HEAD CHEF, THE LANDAU, LONDON

After leaving catering college at the age of 18, Andrew trained in France. He has worked with Anton Edelmann and Albert Roux, and made regular TV appearances. A keen Chelsea supporter and extreme sports fan, he also uses his culinary skills to raise money for good causes, including the Hammersmith Hospital Leukaemia unit. He is head chef of The Landau restaurant at London's Langham Hotel.

GRAHAM HORNIGOLD
EXECUTIVE PASTRY CHEF, MANDARIN HOTEL, LONDON

One of the UK's most acclaimed pastry chefs, Graham holds a BSc in International Culinary Arts from Thames Valley University and in 2007 was voted 'Pastry Chef of the Year' at the Craft Guild of Chefs Awards. He is also involved in teaching and training young chefs.

GLYNIS McGUINNESS
FOOD WRITER

Glynis trained as a Home Economist at Birmingham College of Food,Tourism and Creative Studies. She has had a number of roles in the food and drink industry, including working in the special diets department of a children's hospital. She has co-authored a number of books, and is currently Recipes Editor for a food magazine.

YOUR CAREER IN PROFESSIONAL COOKERY

Whether providing for battle-weary troops in war zones, esteemed guests on a cruise ship or feeding young mouths in canteens across the country, chefs must be flexible and committed in order to succeed.

The catering and hospitality industry has ballooned in recent years – it now employs more than one in eight of the British workforce. The industry offers an exciting range of career paths, from traditional cooking roles in restaurants, to more unusual jobs, such as food writing and styling for magazines, product development, or even teaching.

The Level 2 NVQ in Professional Cookery will provide you with the practical and theoretical expertise on which to build your career, but there are other qualities you'll need to make it big in the food world.

You'll need determination and a willingness to put in long hours. Punctuality and appearance are as crucial to employers as they are to the food you create. And social skills such as networking may also be key to securing a successful future.

Mike Dubens, from the catering recruitment website Chef Search, believes that experience on a chef's CV is every bit as important as their qualification:

'Our clients look for candidates who have progressed well through the ranks, and have had time to grasp the fundamental skills in each role that they have been employed in. For example, a Chef de Partie with three months' experience, who is looking to move on to their first Sous Chef position, will be deemed not to have grasped the basic skills in that time period. Don't be in a hurry; progress slowly and surely!'

Becoming a successful chef is hard work, but by taking this qualification you're already giving yourself a head start. We've spoken to four people who have coupled the Professional Cookery NVQ with determination and hard work, and are building themselves successful and rewarding careers.

CHRIS KENNY
APPRENTICE CHEF AT LE MANOIR AUX QUAT' SAISONS

Chris Kenny is an apprentice chef at one of England's most prestigious restaurants, Raymond Blanc's Le Manoir aux Quat' Saisons. Chris is working hard in the restaurant, located just outside of Oxford, and has set his sights on the position of Combi Chef.

It's a task that he relishes. 'I've always liked food, but working here is not about the money – it's a passion,' he says, all of which is very important given the long hours an apprentice chef has to serve. 'We work 12 hours a day, five days a week. It's something you get used to. It's always nerve-racking the hour before work, but it's an adrenalin rush.'

Chris obtained a Level 3 NVQ in Professional Cookery at Runshaw College, Lancashire. 'I started off washing dishes, peeling a few carrots and went on from there. I enjoyed learning at the catering college – it's a very practical course, which is crucial because there are so many different techniques you have to know. It's getting quite scientific,' he says, noting that culinary prowess alone will not create the perfect meal. 'I like working in a big team. If you're getting five dishes ready, you need everyone to pull together to achieve the right quality.'

'I enjoyed learning at the catering college – it's a very practical course, which is crucial because there are so many different techniques you have to know.'
Chris Kenny

YOUR CAREER IN PROFESSIONAL COOKERY

Continued from previous page

SOPHIE WRIGHT
TV CHEF AND WRITER

Since completing her NVQ in 2006 at the age of just 20, Sophie Wright has gone on to become one of the rising stars on Britain's culinary scene. She's been a head chef, is a regular on TV food programmes and is currently writing her second book.

'After my GCSEs I went straight on to Westminster College, where Jamie Oliver, Antony Worrall Thompson and Ainsley Harriott studied. I did the NVQ over three years, starting in 2003 when I was 16. The college has very dedicated lecturers who do a fantastic job,' she says.

'The NVQ was hard work; there was a lot to learn and it sometimes seemed a bit daunting. But at Westminster I had really good people working with me. It gave me a really good grounding.'

Not only did the NVQ course give Sophie the skills needed to perform in the kitchen, but it also instilled in her a sense of ambition and confidence, both of which proved valuable later on.

'When I was at college I did a lot of competition work, which got me a lot of recognition in the industry. After I finished, I went travelling for six months and when I came back I was asked to run a restaurant in Notting Hill. I did that for a year and a half and then it just seemed that loads of things unfolded.'

Sophie proves the point that hard work and determination, combined with first-class training, can make the world of cookery one of the most diverse careers going.

'There are lots of exciting projects – I'm doing some recipe development, I've had the opportunity to travel and work for lots of different companies, going to colleges, talking to students. I still do some competitions and I've started a private cookery school. If I didn't have such amazing training, I don't think any of the doors would have been opened.'

When asked what advice she would give to up-and-coming chefs, Sophie says:

'Be patient – don't get frustrated, and be sure to ask lots of questions. I read loads – I'm always buying new cookery books and I've always got a cookery programme on the TV. Eat out in restaurants as often as you can afford it, and take on new ideas. Ring a restaurant you love and ask if you can work there for a week. I still do that. You've got to keep learning.'

'If I didn't have such amazing training, I don't think any of the doors would have been opened.'
Sophie Wright

ALISHA HENDERSON
ARMY CHEF

Alisha Henderson was looking for a challenge in life and decided to join The Royal Logistics Corps as a soldier chef. After completing her basic military training and then 16 weeks of technical training at the Defence Food Services School in Aldershot, she moved into the military workplace at 3 Close Support Medical Regiment in Catterick to begin her NVQ Level 2 in Professional Cookery. The successful completion of her NVQ has been a springboard for her future career development:

'I really got the bug after my NVQ was finished, I just wanted to learn new skills and gain further knowledge, so I asked to be part of the Catterick Garrison catering team. My idol is Gordon Ramsay, and I just wanted to be able to cook like he does. I just love the buzz you get from cooking with great food under pressure.'

Alisha entered the Junior Chef of the Year at the Combined Services Culinary Challenge at Sandown Park where she won a bronze award and 'Best in Class'. She also took silver in the pasta class at Hotelympia in London and the Worshipful Company of Cooks awarded her the title of 'Army Junior Chef of the Year 2007'. And she added to her collection with a 'Best Key Skills Achiever' award from the Continuous Professional Development (CPD) Centre at the Defence Food Services School in Aldershot.

Warrant Officer Darren Garwood of the CPD Centre explains the importance of NVQs to the military chef: 'Being able to offer our military chefs industry recognised qualifications is essential, as it ensures they are prepared for any challenge that Army and subsequent civilian life has to offer. The NVQ Level 2 in Professional Cookery is the first rung on the ladder to success for our chefs. Now recently promoted to Lance Corporal, Alisha Henderson clearly has what it takes to become a very successful soldier chef in the Royal Logistic Corps.

'NVQs are now a daily part of the military chefs' life and there is nothing like seeing a portfolio packed with pictures of chefs on operations as they proudly stand behind their dishes on the hotplate. Many of our chefs work alongside people from industry and the NVQ opens up the door to professional development and greatly enhances promotion prospects for the individual.'

'I just wanted to learn new skills and gain further knowledge.'
Alisha Henderson

FREQUENTLY ASKED QUESTIONS

Welcome to your City & Guilds Candidate Logbook. It is designed to help you work towards your professional cookery qualification by:

- showing you what you need to achieve
- helping you record your achievements and evidence.

In this logbook, you will find the forms that you and your assessor will use for your NVQ Diploma. You'll also find helpful pictures, hints, tips and more from leading people in the business – all designed to make the qualification simple to understand and more fun to do.

We're sure that you will have lots of questions about your qualification, and this introduction should answer some of them. Of course, your assessor should also be on hand to explain things and be your guide, but here are the answers to the main questions you may have at this early stage.

Unit 237
Prepare, cook and finish basic soups

What qualification am I doing?

The Level 2 NVQ (National Vocational Qualification) Diploma in Professional Cookery. 'Vocational' means that the work you do to achieve this qualification is mainly about practical cookery skills and real work activities.

What do I need to achieve?

Your NVQ Diploma is divided into 'units'. Each unit covers a different area of your work. There are four units that everyone doing the qualification must complete (called mandatory units). You also get to choose 11 optional units. Depending on whether you're following the Preparation and Cooking, or the Professional Cookery pathway, you choose these units in different combinations (see pages 25–30). This means that you can follow your interests and the needs of your particular workplace. We've included the full list of units on pages 17–21.

What's in a unit?

Your Certificate is divided into 'units'. Each unit has a 'credit value' which varies depending on the complexity and number of learning outcomes. You will need 58 credits for your Level 2 NVQ Diploma.

WHAT YOU MUST DO

These are the general tasks that you need to complete successfully in order to finish the unit.

WHAT YOU MUST COVER

These are the specific techniques, ingredients or equipment that you must cover when you're completing the 'What you must do' section.

WHAT YOU MUST KNOW

This is the knowledge that you must have in order to successfully complete the unit.

You need to achieve all three of these parts to complete the unit.

Do I have to complete each unit before I move on to the next one?

No. As you are going about your everyday work or course activities, you may be covering a 'What you must do' that occurs in a range of different units. For example, if you prepare a roast dinner for 15 people, you may end up covering 'What you must do' in the following units:

- Maintain a safe, hygienic and secure working environment
- Maintain food safety when storing, preparing and cooking food
- Prepare meat for basic dishes
- Cook and finish basic meat dishes
- Prepare vegetables for basic dishes
- Cook and finish basic vegetable dishes
- Prepare, cook and finish basic hot sauces

Your assessor will help you to work out which parts of which units you are covering while you are completing your regular work or course activities.

Who decides what I need to achieve?

There are two organisations involved in creating your NVQ Diploma:

1 SECTOR SKILLS COUNCIL – PEOPLE 1ST

2 CITY & GUILDS

The sector skills council, People 1st, passes the standards it has written to City & Guilds, and City & Guilds decides how the standards will be assessed. City & Guilds is an 'awarding body', which means that it checks that you are assessed correctly and fairly and provides you with your certificate once you've achieved all of your units for your chosen NVQ Diploma.

Who will decide whether I have achieved the standards?

In a NVQ Diploma, you are either 'competent' or 'not yet competent'. This means that if you have not quite got everything right when you do something, you will have a chance to do it again after more practice – remember, practice makes perfect! There are a number of people who will help you decide whether you are competent:

1 YOUR ASSESSOR
A person who is very experienced in the area of work that you are being assessed in. Your assessor will probably be your tutor, or may be a supervisor or manager in your workplace. Or they may work in a training company and assess as part of their job. Your assessor will be overseeing your work towards the qualification on a day-to-day basis.

2 INTERNAL QUALITY ASSURER (IQA)
A person within your centre or workplace, who checks that all the assessments made by the assessors are carried out to the correct standards. They also standardise across all assessors.

3 EXTERNAL QUALITY ASSURER (EQA)
Someone from City & Guilds who visits your centre or workplace to check that all the assessments are correct and are up to the same standard as those made in other centres. This ensures that you're not working to a higher or lower level than candidates in other centres. External Quality Assurers also check that your centre is operating the qualification properly and fairly and has all the systems and resources in place for your NVQ Diploma.

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'I fell in love at 14; cooking was my first love and once you fall in love, you're in love for ever.'
Michel Roux, chef and restaurateur

FREQUENTLY ASKED QUESTIONS

Continued from previous page

What steps will I need to take to complete my qualification?

STEP 1 – PLANNING

Your assessor will tell you about the mandatory units you're going to be doing and help you choose the right optional units. Your assessor will want to find out what experience you already have, because it may count towards your award. At the end of this discussion, you should have an 'assessment plan', which sets out how you will go about achieving this award.

STEP 2 – PRODUCING EVIDENCE

You will produce your 'evidence'. You will find out much more about this as you go along, but 'evidence' for an NVQ Diploma can consist of:

- being observed working by your assessor
- being asked questions by your assessor
- completing assignments
- keeping documents, for example, work logs
- doing a written or online test
- someone providing a written testimony about you
- accreditation of prior learning or achievement.

You will keep all your evidence in a portfolio.

STEP 3 – FEEDBACK

You will regularly be given feedback by your assessor and receive further training if you need it. If your assessor tells you that you are competent after an assessment, it will be recorded on the forms in your logbook. You should keep track of how much you have achieved and what you still have to achieve, but don't worry, as you will discuss your progress with your assessor regularly.

STEP 4 – ACHIEVEMENT

When you have completed your units and your assessor is sure that you have the evidence you need, your centre will apply to City & Guilds for your certificate. You will receive the full NVQ Diploma only if you have completed all the required units, otherwise you will receive a certificate listing the units you have achieved.

How long will it take?

There is no time limit set by City & Guilds for you to complete your NVQ Diploma but your centre may have some requirements that they will explain to you. Many candidates complete the Level 2 NVQ Diploma qualification within 12–18 months.

Where do I go for more information about my assessments and qualification?

- Your tutor/assessor is the most important source of information about your qualification.
- Your centre's student handbook or induction handbook.
- On very rare occasions, if you disagree with an assessor's decision, you should use your centre's appeal procedure. Ask an assessor or your Internal Verifier (IV) to help you if you are unsure of how to do this. Your centre will refer any unresolved problems to City & Guilds.
- Your centre's website. Write the address here:
- The City & Guilds website (www.cityandguilds.com) or City & Guilds Customer Relations (0844 543 0000).
- People 1st (www.people1st.co.uk), the sector skills council that sets the standards for the Professional Cookery qualification.

Unit 221
Prepare shellfish for basic dishes

USEFUL WORDS

What do these words mean?

Here are some words that you may hear over the course of doing your NVQ Diploma. You may want to refer back to this page if you hear a word and can't remember what it means.

ASSESSMENT PLAN
An action plan set by you and your assessor at the beginning of your course and then updated as you progress through your assessments. It shows which optional units you have chosen and in which order you are going to work towards all the units. It has key dates for collecting evidence for the units and for reviewing your progress, and explains who will assess you, what type of assessment will be used and when and where the assessments will take place. It will also log what you have completed.

ASSESSOR
A person qualified and experienced in professional cookery, who will help you plan your work and assessments and organise your evidence. Your assessor will be responsible for judging if you are competent and will give you feedback. Your assessor must also be a qualified assessor.

AWARDING BODY
An approved organisation that issues certificates, approves assessment centres and manages the external quality assurance, ensuring that the qualifications meet the National Standards. For Professional Cookery Level 2, your awarding body is City & Guilds.

CANDIDATE
A person working towards a qualification, ie yourself.

CANDIDATE APPEALS PROCEDURE
A system within a centre designed to help you have your evidence checked again if you disagree with the outcome of an assessment. Your centre will explain this procedure to you when you start. You may also find out about this at any time by asking your assessor or Internal Verifier.

'Life's too short to do steak and chips all the time; you've got to try and find new things.'
Jamie Oliver, chef and restaurateur

CENTRE
A place where training and/or assessment towards qualifications is carried out, which may be a college, training centre or workplace. Only 'approved centres' that meet strict standards can offer City & Guilds qualifications.

CITY & GUILDS
An awarding body for professional cookery and many other qualifications. City & Guilds checks and approves centres, sets and monitors assessment and issues certificates to candidates who complete its qualifications. City & Guilds is the UK's leading vocational awarding body and has over 8500 centres in 100 countries offering awards in over 500 areas of work. See www.cityandguilds.com for more information.

COMPETENT
This means being able to do your work well. You are competent in relation to a qualification when you show that you can work consistently to the required standards in a real work situation and that you know and understand the correct way to do your job.

EVIDENCE
Generally speaking, this is something that builds towards proof of your competence. In an NVQ Diploma, such as Professional Cookery Level 2, you need to collect evidence to show you are competent at your work. There are different kinds of evidence, ranging from your assessor observing your work to a written test. Each unit spells out the kinds of evidence you need to collect.

EXTERNAL QUALITY ASSURER (EQA)
An expert from City & Guilds, who visits centres to check that all assessments are carried out correctly and to the same standard. They also check that your centre is operating the qualification properly and fairly and has all the systems and equipment in place for your NVQ Diploma. They have to qualify as an External Quality Assurer.

Continued on next page

USEFUL WORDS

Continued from previous page

INTERNAL QUALITY ASSURER (IQA)

A person within your centre who makes sure that assessment is carried out to the correct standard and that accurate records are kept and that all assessor's work is consistent. They are subject experts.

OBSERVATION

Observation is one of the main types of evidence in this NVQ Diploma. Your assessor will watch you work and judge whether you consistently meet the national standards. They will then give you feedback and an updated assessment plan.

PORTFOLIO

The place where you keep all the evidence you collect to show that you are competent. Usually this is a binder where you can put the hole-punched sheets of this logbook. Your portfolio needs to be clearly organised and all your evidence referenced to the units.

QCF

The QCF (Qualifications and Credit Framework) is the new Government framework that sets out how all qualifications should be structured and titled. It recognises achievement through the award of credit for completion of units building to full qualifications. Each qualification has a name that tells you its difficulty – from entry level 1 to the highest level 8 – and its size – how many credits you need to achieve. An Award is a qualification of up to 12 credits. A Certificate is between 13 and 36 credits. A Diploma needs 37 or more credits. Further information about the QCF can be found at www.cityandguilds.com/qcf

STANDARDS (NATIONAL OCCUPATIONAL STANDARDS)

These describe the things that an employee, or a potential employee, must be able to do consistently in a work situation as well as the things that they must know and understand to do their job role competently. People 1st sets the standards for Professional Cookery.

Unit 246
Prepare, cook and finish basic cakes, sponges, biscuits and scones

UNIT (MANDATORY AND OPTIONAL)

The main building blocks of your qualification; each unit describes one aspect of your work. In the Level 2 NVQ Diploma in Professional Cookery four units are mandatory, which means you have to achieve them. They are worth 13 credits. You must also achieve the rest of the credits needed by choosing from the optional units.

To achieve a Level 2 NVQ Diploma in Professional Cookery, **candidates must achieve a total of 58 credits**.

VOCATIONAL

A NVQ Diploma is a vocational qualification because it's based on skills and knowledge that you need in order to work and build your career in professional cookery.

WITNESS STATEMENT

A witness is someone who testifies that something happened and comments on it. For some units in this award, a witness statement can be used as evidence. A witness may be a client, a colleague, a manager other than your assessor, or someone else qualified to testify about your work. Your assessor will tell you when a witness statement may be used and will explain how it should be written.

SKILL SCAN/INITIAL ASSESSMENT

LEVEL 2 NVQ DIPLOMA IN PROFESSIONAL COOKERY – PREPARATION AND COOKING

ACTIVITIES UNDERTAKEN

You and your assessor can use this form to record how often in your everyday work you already undertake the activities described for each unit. This will help you both to understand what skills you already have and what areas you need to work on, and will also help you come up with a plan for your qualification.

Key: **O** Often **S** Sometimes **N** Never

MANDATORY UNITS – ALL UNITS	O	S	N	Comments/Action
101 Maintain a safe, hygienic and secure working environment				
102 Maintain, handle and clean knives				
104 Work effectively as part of a hospitality team				
203 Maintain food safety when storing, preparing and cooking food				
PLUS A MINIMUM OF 13 CREDITS FROM THIS LIST – SECTION A				
227 Cook and finish basic fish dishes				
229 Cook and finish basic meat dishes				
230 Cook and finish basic poultry dishes				
233 Cook and finish basic vegetable dishes				
PLUS A MINIMUM OF 12 CREDITS FROM THIS LIST – SECTION B				
220 Prepare fish for basic dishes				
222 Prepare meat for basic dishes				
223 Prepare poultry for basic dishes				
226 Prepare vegetables for basic dishes				
PLUS A MINIMUM OF THREE CREDITS FROM THIS LIST – SECTION C				
236 Prepare, cook and finish basic hot sauces				
237 Prepare, cook and finish basic soups				
238 Make basic stock				
REMAINING CREDITS CAN BE TAKEN FROM THIS LIST – SECTION D				
126 Cook and finish simple bread and dough products				
145 Prepare meals to meet the requirements set for school meals				
202 Order stock				
220 Prepare fish for basic dishes				
221 Prepare shellfish for basic dishes				

Continued on next page

SKILL SCAN/INITIAL ASSESSMENT

LEVEL 2 NVQ DIPLOMA IN PROFESSIONAL COOKERY – PREPARATION AND COOKING

Continued from previous page

Key: **O** Often **S** Sometimes **N** Never	O	S	N	Comments/Action
222 Prepare meat for basic dishes				
223 Prepare poultry for basic dishes				
224 Prepare game for basic dishes				
225 Prepare offal for basic dishes				
226 Prepare vegetables for basic dishes				
227 Cook and finish basic fish dishes				
228 Cook and finish basic shellfish dishes				
229 Cook and finish basic meat dishes				
230 Cook and finish basic poultry dishes				
231 Cook and finish basic game dishes				
232 Cook and finish basic offal dishes				
233 Cook and finish basic vegetable dishes				
236 Prepare, cook and finish basic hot sauces				
237 Prepare, cook and finish basic soups				
238 Make basic stock				
239 Prepare, cook and finish basic rice dishes				
240 Prepare, cook and finish basic pasta dishes				
241 Prepare, cook and finish basic pulse dishes				
242 Prepare, cook and finish basic vegetable protein dishes				
243 Prepare, cook and finish basic egg dishes				
244 Prepare, cook and finish basic bread and dough products				
245 Prepare, cook and finish basic pastry products				
246 Prepare, cook and finish basic cakes, sponges, biscuits and scones				
247 Prepare, cook and finish basic grain dishes				
248 Liaise with care team to ensure that individual nutritional needs are met				
249 Prepare, cook and finish basic cold and hot desserts				
250 Prepare and present food for cold presentation				
271 Complete kitchen documentation				
272 Set up and close kitchen				
276 Process dried ingredients prior to cooking				
277 Prepare and mix spice and herb blends				
278 Prepare, cook and finish Dim Sum				

Key: **O** Often **S** Sometimes **N** Never	O	S	N	Comments/Action
279 Prepare, cook and finish noodle dishes				
280 Prepare and cook food using a tandoor				
285 Cook-chill food				
286 Cook-freeze food				
296 Produce healthier dishes				

Assessment site	Date
Candidate signature	Candidate name (print)
Assessor signature	Date

SKILL SCAN/INITIAL ASSESSMENT

LEVEL 2 NVQ DIPLOMA IN PROFESSIONAL COOKERY – FLEXIBLE ROUTE

ACTIVITIES UNDERTAKEN

You and your assessor can use this form to record how often in your everyday work you already undertake the activities described for each unit. This will help you both to understand what skills you already have and what areas you need to work on, and will also help you come up with a plan for your qualification.

Key: **O** Often **S** Sometimes **N** Never

MANDATORY UNITS – ALL UNITS	O	S	N	Comments/Action
101 Maintain a safe, hygienic and secure working environment				
102 Maintain, handle and clean knives				
104 Work effectively as part of a hospitality team				
203 Maintain food safety when storing, preparing and cooking food				

OPTIONAL UNITS – SECTION A				
126 Cook and finish simple bread and dough products				
145 Prepare meals to meet the requirements set for school meals				
202 Order stock				
220 Prepare fish for basic dishes				
221 Prepare shellfish for basic dishes				
222 Prepare meat for basic dishes				
223 Prepare poultry for basic dishes				

Continued on next page

SKILL SCAN/INITIAL ASSESSMENT

LEVEL 2 NVQ DIPLOMA IN PROFESSIONAL COOKERY – FLEXIBLE ROUTE

Continued from previous page

Key: **O** Often **S** Sometimes **N** Never	O	S	N	Comments/Action
224 Prepare game for basic dishes				
225 Prepare offal for basic dishes				
226 Prepare vegetables for basic dishes				
227 Cook and finish basic fish dishes				
228 Cook and finish basic shellfish dishes				
229 Cook and finish basic meat dishes				
230 Cook and finish basic poultry dishes				
231 Cook and finish basic game dishes				
232 Cook and finish basic offal dishes				
233 Cook and finish basic vegetable dishes				
236 Prepare, cook and finish basic hot sauces				
237 Prepare, cook and finish basic soups				
238 Make basic stock				
239 Prepare, cook and finish basic rice dishes				
240 Prepare, cook and finish basic pasta dishes				
241 Prepare, cook and finish basic pulse dishes				
242 Prepare, cook and finish basic vegetable protein dishes				
243 Prepare, cook and finish basic egg dishes				
244 Prepare, cook and finish basic bread and dough products				
245 Prepare, cook and finish basic pastry products				
246 Prepare, cook and finish basic cakes, sponges, biscuits and scones				
247 Prepare, cook and finish basic grain dishes				
248 Liaise with care team to ensure that individual nutritional needs are met				
249 Prepare, cook and finish basic cold and hot desserts				
250 Prepare and present food for cold presentation				
271 Complete kitchen documentation				
272 Set up and close kitchen				
276 Process dried ingredients prior to cooking				
277 Prepare and mix spice and herb blends				
278 Prepare, cook and finish Dim Sum				
279 Prepare, cook and finish noodle dishes				

Key: **O** Often **S** Sometimes **N** Never	O	S	N	Comments/Action
280 Prepare and cook food using a tandoor				
285 Cook-chill food				
286 Cook-freeze food				
296 Produce healthier dishes				

Assessment site	Date
Candidate signature	Candidate name (print)
Assessor signature	Date

Unit 250
Prepare and present food for cold presentation.

Unit 233
Cook and finish basic vegetable dishes.

CANDIDATE CV

IF YOU ALREADY HAVE YOUR OWN CV, YOU CAN USE THAT INSTEAD OF THIS FORM

Name

Address

Telephone number

Education (school attended and dates)

Qualifications (gained and dates)

Employment history and/or voluntary work

Current work role and main responsibilities

Courses attended in the past five years

Interests

EXPERT/WITNESS STATUS LIST

Candidate name

Name and witness signature	Status	Professional relationship to candidate	Unit or elements witnessed

Key

Status
1 Occupational expert
2 Occupational expert not familiar with the standards
3 Non-expert familiar with the standards
4 Non-expert not familiar with the standards

Professional relationship to candidate
M Manager **S** Supervisor **Coll** Colleague **Cus** Customer **Other** (please specify)

SUMMARY OF ACHIEVEMENT

LEVEL 2 NVQ DIPLOMA IN PROFESSIONAL COOKERY – PREPARATION AND COOKING

To achieve the full qualification candidates must attain a total of 58 credits.

This comprises:

- **All** of the mandatory units (**13** credits)
- A minimum of **13** credits from Section A
- A minimum of **12** credits from Section B
- A minimum of **3** credits from Section C
- The remaining credits from Section D

Fill in how many credits you have achieved as you complete each unit. Add up the number of credits you have achieved in each section to make sure you are on track. This will show you how well you are doing and what you need to concentrate on to cover the whole Level 2 NVQ Diploma.

AT-A-GLANCE QUALIFICATION SUMMARY

Unit number	Unit title	GLH	Credits Value	Credits Gained	Completion date
Mandatory units					
101	Maintain a safe, hygienic and secure working environment	25	3		
102	Maintain, handle and clean knives	25	3		
104	Work effectively as part of a hospitality team	25	3		
203	Maintain food safety when storing, preparing and cooking food	32	4		
Total			**13**		
Section A Optional units					
227	Cook and finish basic fish dishes	32	4		
229	Cook and finish basic meat dishes	48	5		
230	Cook and finish basic poultry dishes	42	5		
233	Cook and finish basic vegetable dishes	32	4		
Total					
Section B Optional units					
220	Prepare fish for basic dishes	33	4		
222	Prepare meat for basic dishes	33	4		
223	Prepare poultry for basic dishes	33	4		
226	Prepare vegetables for basic dishes	33	4		
Total					

Continued on next page

SUMMARY OF ACHIEVEMENT

LEVEL 2 NVQ DIPLOMA IN PROFESSIONAL COOKERY – PREPARATION AND COOKING

Continued from previous page

Unit number	Unit title	GLH	Credits Value	Credits Gained	Completion date
Section C Optional units					
236	Prepare, cook and finish basic hot sauces	33	4		
237	Prepare cook and finish basic soups	30	4		
238	Make basic stock	26	3		
Total					

Section D Optional units					
220	Prepare fish for basic dishes	33	4		
221	Prepare shellfish for basic dishes	25	3		
222	Prepare meat for basic dishes	33	4		
223	Prepare poultry for basic dishes	33	4		
224	Prepare game for basic dishes	35	4		
225	Prepare offal for basic dishes	28	3		
226	Prepare vegetables for basic dishes	33	4		
276	Process dried ingredients prior to cooking	15	2		
277	Prepare and mix spice and herb blends	19	2		
227	Cook and finish basic fish dishes	32	4		
228	Cook and finish basic shellfish dishes	34	4		
229	Cook and finish basic meat dishes	48	5		
230	Cook and finish basic poultry dishes	42	5		
231	Cook and finish basic game dishes	40	5		
232	Cook and finish basic offal dishes	40	5		
233	Cook and finish basic vegetable dishes	32	4		
285	Cook-chill food	27	3		
286	Cook-freeze food	27	3		
236	Prepare, cook and finish basic hot sauces	33	4		
237	Prepare cook and finish basic soups	30	4		
238	Make basic stock	26	3		
239	Prepare, cook and finish basic rice dishes	33	4		
240	Prepare, cook and finish basic pasta dishes	33	4		
241	Prepare, cook and finish basic pulse dishes	33	4		
242	Prepare, cook and finish basic vegetable protein dishes	33	4		
243	Prepare, cook and finish basic egg dishes	27	3		

Unit number	Unit title	GLH	Credits Value	Credits Gained	Completion date
Section D Optional units (continued)					
244	Prepare, cook and finish basic bread and dough products	39	5		
245	Prepare, cook and finish basic pastry products	43	5		
246	Prepare, cook and finish basic cakes, sponges, biscuits and scones	39	5		
247	Prepare, cook and finish basic grain dishes	30	4		
296	Produce healthier dishes	28	3		
249	Prepare, cook and finish basic cold and hot desserts	36	4		
250	Prepare and present food for cold presentation	35	4		
278	Prepare, cook and finish Dim Sum	43	5		
279	Prepare, cook and finish noodle dishes	33	4		
280	Prepare and cook food using a Tandoor	30	4		
271	Complete kitchen documentation	25	3		
272	Set up and close kitchen	37	4		
202	Order stock	33	4		
126	Cook and finish simple bread and dough products	25	3		
248	Liaise with care team to ensure that individual nutritional needs are met	26	3		
145	Prepare meals to meet the requirements set for school meals	36	4		
666	Employment rights and responsibilities	16	2		
Total					

Competence has been demonstrated in all of the units/awards recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Candidate name	Enrolment no.
I confirm that these units are all my own work. Candidate signature	Date
I confirm that the candidate has achieved all the requirements of these units. Assessor signature	Date
Internal Quality Assurer (IQA) signature	Date

SUMMARY OF ACHIEVEMENT

LEVEL 2 NVQ DIPLOMA IN PROFESSIONAL COOKERY – FLEXIBLE ROUTE

To achieve the full qualification candidates must attain a total of 58 credits.

This comprises:

- **All** of the mandatory units (**13** credits)
- A minimum of **45** credits from Section A

Fill in how many credits you have achieved as you complete each unit. Add up the number of credits you have achieved in each section to make sure you are on track. This will show you how well you are doing and what you need to concentrate on to cover the whole Level 2 NVQ Diploma.

AT-A-GLANCE QUALIFICATION SUMMARY

Unit number	Unit title	GLH	Credits Value	Credits Gained	Completion date
Mandatory units					
101	Maintain a safe, hygienic and secure working environment	25	3		
102	Maintain, handle and clean knives	25	3		
104	Work effectively as part of a hospitality team	25	3		
203	Maintain food safety when storing, preparing and cooking food	32	4		
Total			**13**		
Section A Optional units					
220	Prepare fish for basic dishes	33	4		
221	Prepare shellfish for basic dishes	25	3		
222	Prepare meat for basic dishes	33	4		
223	Prepare poultry for basic dishes	33	4		
224	Prepare game for basic dishes	35	4		
225	Prepare offal for basic dishes	28	3		
226	Prepare vegetables for basic dishes	33	4		
276	Process dried ingredients prior to cooking	15	2		
277	Prepare and mix spice and herb blends	19	2		
227	Cook and finish basic fish dishes	32	4		
228	Cook and finish basic shellfish dishes	34	4		
229	Cook and finish basic meat dishes	48	5		
230	Cook and finish basic poultry dishes	42	5		
231	Cook and finish basic game dishes	40	5		
232	Cook and finish basic offal dishes	40	5		

Unit number	Unit title	GLH	Credits Value	Credits Gained	Completion date
Section A Optional units (continued)					
233	Cook and finish basic vegetable dishes	32	4		
285	Cook-chill food	27	3		
286	Cook-freeze food	27	3		
236	Prepare, cook and finish basic hot sauces	33	4		
237	Prepare cook and finish basic soups	30	4		
238	Make basic stock	26	3		
239	Prepare, cook and finish basic rice dishes	33	4		
240	Prepare, cook and finish basic pasta dishes	33	4		
241	Prepare, cook and finish basic pulse dishes	33	4		
242	Prepare, cook and finish basic vegetable protein dishes	33	4		
243	Prepare, cook and finish basic egg dishes	27	3		
244	Prepare, cook and finish basic bread and dough products	39	5		
245	Prepare, cook and finish basic pastry products	43	5		
246	Prepare, cook and finish basic cakes, sponges, biscuits and scones	39	5		
247	Prepare, cook and finish basic grain dishes	30	4		
296	Produce healthier dishes	28	3		
249	Prepare, cook and finish basic cold and hot desserts	36	4		
250	Prepare and present food for cold presentation	35	4		
278	Prepare, cook and finish Dim Sum	43	5		
279	Prepare, cook and finish noodle dishes	33	4		
280	Prepare and cook food using a Tandoor	30	4		
271	Complete kitchen documentation	25	3		
272	Set up and close kitchen	37	4		
202	Order stock	33	4		
126	Cook and finish simple bread and dough products	25	3		
248	Liaise with care team to ensure that individual nutritional needs are met	26	3		
145	Prepare meals to meet the requirements set for school meals	36	4		
666	Employment rights and responsibilities	16	2		
Total					

Continued on next page

SUMMARY OF ACHIEVEMENT

LEVEL 2 NVQ DIPLOMA IN PROFESSIONAL COOKERY – FLEXIBLE ROUTE

Continued from previous page

Competence has been demonstrated in all of the units/awards recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Candidate name	Enrolment no.
I confirm that these units are all my own work. Candidate signature	Date
I confirm that the candidate has achieved all the requirements of these units. Assessor signature	Date
Internal Quality Assurer (IQA) signature	Date

HOW THIS LOGBOOK WORKS

To help you understand how to complete your logbook, below are examples of the tables that you will be using and notes to explain how they work

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

EVIDENCE

This is where you and your assessor will record the occasions where they observed you in your college training centre or workplace. They may summarise their observation here, or write in a portfolio reference.

NEED EXTRA SPACE?

If required, additional sheets can be photocopied and used as diary sheets.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check poultry meets dish requirements	○	○	○	○
2 Choose and use the correct tools and equipment	○	○	○	○
3 Prepare poultry to meet dishes requirements	○	○	○	○
4 Safely store any prepared poultry not for immediate use.	○	○	○	○

WHAT YOU MUST DO

These statements describe the tasks and activities you must complete. You or your assessor will tick a circle for every successful observation, and the details will be written in the 'Evidence' table against the corresponding number.

Continued on next page

HOW THIS LOGBOOK WORKS

Continued from previous page

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Poultry All must be covered. **All** must be observed by your assessor.				
1 whole birds	●	●	●	●
2 portions of poultry meat	●	●	●	●
Prepare by All must be covered. At least **four** of these must be observed by your assessor, which must include a minmum of **two** from **cutting**.				
1 cleaning	●	●	●	●
2 checking and preparing the cavity	●	●	●	●
3 seasoning/marinating	●	●	●	●
4 trimming	●	●	●	●
5 cutting	●	●	●	●
portion	●	●	●	●
dice	●	●	●	●
cut for sautéing	●	●	●	●
6 stuffing/filling	●	●	●	●
7 coating	●	●	●	●
8 tying and trussing	●	●	●	●
9 batting out	●	●	●	●

WHAT YOU MUST COVER

While carrying out the tasks and activities under 'What you must do', you must cover certain items, situations, methods etc. For each observation, you or your assessor will tick the corresponding circle.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare poultry for basic dishes you need to:

K1	Describe how to check poultry meets requirements
K2	Describe what quality points to look for in a range of fresh poultry
K3	Describe what to do if there are problems with the poultry or other ingredients
K4	State the correct tools and equipment required to carry out different preparation methods
K5	Describe how to carry out relevant preparation methods correctly
K6	State the importance of using the correct tools, knives, equipment and techniques
K7	Describe how to store prepared poultry
K8	State healthy eating options when preparing poultry.

WHAT YOU MUST KNOW

You will need to understand all the points listed here. You may use this table to record how your evidence was collected.

UNIT 101 (1GEN1)

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

People have all sorts of accidents at work. Some are minor and only need a sticking plaster. But some accidents can leave people seriously, or even fatally, injured. This is why employers must, by law, ensure a safe and healthy workplace. As a worker, whether permanent, agency or contract, you have rights, as well as responsibilities, for your own wellbeing and that of your colleagues.

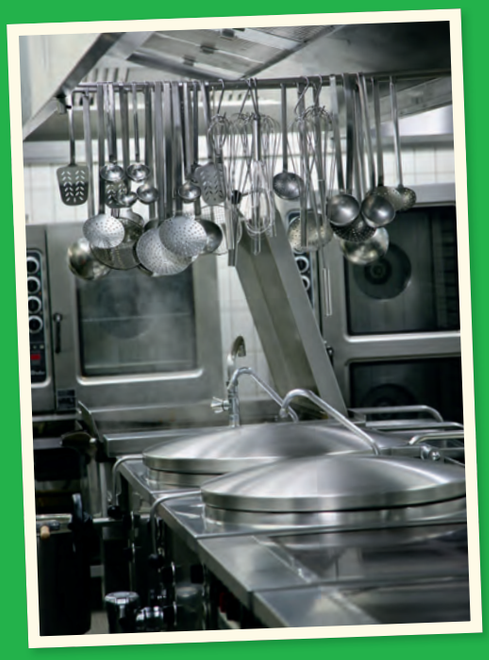
UNIT 101 (LEVEL 1 UNIT, 3 CREDITS)

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Accidents at work can lead to serious injury, which could cost you or your employer financially in lost earnings, medical bills or compensation. In this unit you'll find out about some of the important issues regarding workplace hygiene and safety.

This unit has **four** learning outcomes:

1. Be able to maintain personal health and hygiene
2. Know how to maintain personal health and hygiene
3. Be able to help maintain a hygienic, safe and secure workplace
4. Know how to maintain a hygienic, safe and secure workplace.



Squeaky clean
Hygienic, easy-to-clean surfaces, such as stainless steel, help to ensure food safety in a professional kitchen.

Useful words

EMERGENCY PROCEDURE
The things you must do in case of an emergency, such as a fire. Emergency procedures should be regularly practised so that all workers are familiar with them.

HAZARD
Anything that can be dangerous. This could include materials, equipment, working methods or your working area.

HEALTH AND SAFETY AT WORK ACT (1978)
A collection of regulations that are designed to keep you safe at work. These include regulations about reporting injuries, controlling dangerous substances and fire precautions, among other things.

ORGANISATION
The company or business you are employed by. Organisations can be small, with just a few people, or very large.

SAFE HANDLING TECHNIQUES
The correct way to lift heavy or awkwardly shaped items so you don't injure yourself.

SECURITY PROCEDURE
The things that should be done to protect staff, visitors and customers at your workplace, to reduce theft and to keep the workplace secure.

THREAT
Anything that may put your safety or your organisation in danger. This could be something that might happen inside the organisation, such as hazardous working practices, or something from outside, for example, someone planning a burglary at your workplace.

KNOW YOUR... CHOPPING BOARD COLOURS FOR DIFFERENT FOOD TYPES

UNIT 101 (1GEN1)

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Wear clean, smart and appropriate clothing, footwear and headgear				
2 Keep hair neat and tidy and wear it in line with organisational standards				
3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards				
4 Get any cuts, grazes and wounds treated by the appropriate person				
5 Report illness and infections promptly to the appropriate person.				

Did you know?

A 2004 survey found that more than 80% of people would not eat in a restaurant they suspected of being dirty, even if the food quality and price were good.

What you must cover

(OUTCOME 1)

There is no 'What you must cover' for this element.

HINTS AND TIPS
SENSIBLE STORAGE

Stack heavy items, such as large pans and casserole dishes, in lower areas where they are easy to access and lift. Lighter items can be put in wall units, or storage areas that are higher up.

UNIT 101 (1GEN1)

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

What you must do

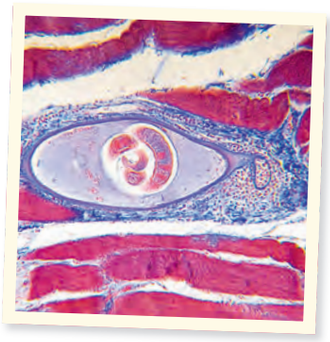
(OUTCOME 3)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
6 Identify any hazards or potential hazards and deal with these correctly				
7 Report any accidents or near accidents quickly and accurately to the proper person				
8 Follow health, hygiene and safety procedures during work				
9 Practise emergency procedures correctly				
10 Follow organisational security procedures.				

Did you know?
Over one-third of injuries in UK workplaces are caused by slipping and tripping. Slip and trip accidents often lead to other accidents, such as scalding.

Did you know?
Trichinella spiralis is also known as 'pork worm', as it is found in undercooked pork. It's a parasite that can infect humans if eaten.



What you must cover

(OUTCOME 3)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Hazards All must be covered. At least **one** of these must be observed by your assessor				
1 relating to equipment				
2 relating to areas where you work				
3 relating to personal clothing				
Ways of dealing with hazards All must be covered. At least **one** of these must be observed by your assessor				
1 putting them right yourself				
2 reporting them to appropriate colleagues				
3 warning other people				
Emergency procedures All must be covered. At least **one** of these must be observed by your assessor				
1 fire				
2 threat				
3 security				

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to maintain personal health and hygiene you need to:

K1 State own responsibilities under the Health and Safety at Work Act

K2 State general rules on hygiene that must be followed

K3 State correct clothing, footwear and headgear that should be worn at all times

K4 State the importance of maintaining good personal hygiene

K5 Describe how to deal with cuts, grazes and wounds and why it is important to do so.

(OUTCOME 4)

To understand how to maintain a hygenic, safe and secure workplace you need to:

K6 State the importance of working in a healthy, safe and hygienic way

K7 State where information about Health and Safety in your workplace can be obtained

K8 Describe the types of hazard in the workplace that may occur and how to deal with these

K9 State hazards that can be dealt with personally and hazards that must be reported to someone else

K10 State how to warn other people about hazards and why this is important

K11 State why accidents and near accidents should be reported and who these should be reported to

K12 Describe the type of emergencies that may happen in the workplace and how to deal with these

K13 State where to find first aid equipment and who the registered first-aider is in the workplace

K14 State safe lifting and handling techniques that should be followed

K15 State other ways of working safely that are relevant to own position and why these are important

K16 Describe organisational emergency procedures, in particular fire, and how these should be followed

K17 State the possible causes for fire in the workplace

K18 Describe how to minimise the risk of fire

K19 State where to find fire alarms and how to set them off

K20. State why a fire should never be approached unless it is safe to do so

K21 State the importance of following fire safety laws

K22 Describe organisational security procedures and why these are important

K23 State the correct procedures for dealing with customer property

K24 State the importance of reporting all usual/non-routine incidents to the appropriate person.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

EXPERT ADVICE
HEALTH AND SAFETY

Operations manager Ian Wild has this advice about workplace safety:

- Whatever function you have in the hospitality industry, everyone is required to behave safely and professionally.
- You must always be responsible for your own behaviour and ensure your actions do not cause a health and safety risk to yourself, others that you work with or your customers.
- You should always co-operate with your employer or line manager to ensure that health and safety procedures are followed, and always try to increase awareness of health and safety with members of your team.

UNIT 102 (1GEN7)

MAINTAIN, HANDLE AND CLEAN KNIVES

Knives play an important role in professional kitchens. Knowing how to use them safely and store them correctly is vital. Tackling a tricky job with the wrong kind of knife can be dangerous as well as frustrating. Maintaining, handling and cleaning knives are some of the most valuable skills you can have in the kitchen.

UNIT 102 (1GEN7)

MAINTAIN, HANDLE AND CLEAN KNIVES

This unit is about using and caring for knives within professional kitchens. Knives may include both straight and serrated blades from small vegetable knives to cleavers. The unit also refers to the use of scissors and secateurs.

This unit has **two** learning outcomes:

1. Be able to maintain, handle and clean knives
2. Know how to maintain, handle and clean knives.

Did you know?
You are less likely to cut yourself with a sharp knife and, if you are unlucky, the wound will be much easier to deal with if you keep your knives sharp.

Useful words

BONING KNIFE
A long, thin blade which tapers towards the end, this knife is ridged and used to bone all sorts of meat, poultry and game.

BREAD KNIFE
Usually a long and thin serrated blade used for cutting bread and pastry items.

CHEF OR COOKS KNIFE
These knives are available in a range of shapes and sizes and are used for a variety of tasks within the kitchen, eg chopping and cutting vegetables, fruit, meat and poultry.

CLEAVER
Used to chop meat mainly but may be used for other tasks in certain types of cuisine, eg Chinese, where a cleaver is the main implement used for chopping, cutting and shredding.

FISH FILLETING KNIFE
This knife has a long, thin, flexible blade to enable the removal of the flesh without leaving too much waste on the skin of the fish.

PALETTE KNIFE
Used for lifting and scraping, this knife usually has a round end and no sharp edge. It is also used for smoothing icing on top of cakes.

PARING KNIFE
A small knife with a flexible blade used to prepare fruit and vegetables.

STEEL
A very important tool in the kitchen that must be used correctly, as well as frequently, to sharpen knives. The steel has two parts, the handle and the metal sharpening surface, a long round metal area which grinds away the metal surface of the knife at the correct angle to sharpen the edge.

KNOW HOW TO... MAINTAIN, HANDLE AND CLEAN KNIVES

Cleaver

Scissors

Steak knife

Safe storage

Chopping boards

UNIT 102 (1GEN7)

MAINTAIN, HANDLE AND CLEAN KNIVES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Prioritise work and carry it out in an organised and efficient manner				
2 Ensure knives are clean				
3 Sharpen knives using safe sharpening methods				
4 Select knives appropriate to the task to be undertaken				
5 Ensure that the cutting edge is firm and secure and appropriate for the task				
6 Safely handle knives while undertaking tasks				
7 Clean and store knives according to organisational requirements				
8 Report damage to knives to the appropriate person				

HINTS AND TIPS
KNIFE SAFETY

Store knives in a designated safe area when not in use, such as a box, knife block or magnetic rack. Storing knives loose in drawers may increase the risk of injury and can also damage the knife blades.

'Accidents involving knives are common in the catering industry. They usually involve cuts to the non-knife hand and fingers but can lead to injuries on the upper arm and torso.'
The Health and Safety Executive

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Knives All must be covered. At least **two** of these must be observed by your assessor.				
1 straight bladed knives and cleavers				
2 serrated blades				
3 scissors/secateurs				
Tasks All must be covered. At least **five** of these must be observed by your assessor.				
1 preparing basic vegetable cuts				
2 preparing meat, poultry and fish				
3 preparing bread				
4 opening packaging				
5 sharpening				
6 washing and cleaning knives after use				

UNIT 102 (1GEN7)

MAINTAIN, HANDLE AND CLEAN KNIVES

What you must know

(OUTCOME 2)

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

To understand how to maintain, handle and clean knives you need to:

K1 State why knives should be kept sharp

K2 State why knives should be stored safely

K3 Explain why and to whom all accidents should be reported

K4 Explain why the appropriate knife should be selected for specific tasks

K5 State why handles of knives should be not be allowed to become greasy during use

K6 Explain why knives should be handled and carried correctly

K7 State why cutting surfaces should be firm and secure

K8 Explain why knives should be cleaned between dealing with different food groups

K9 Describe what risk there is of contamination from poorly maintained knives

K10 State why surfaces should be clean

K11 Explain why damaged knives should not be used

K12 Describe what action can be taken to prevent allergenic reactions amongst consumers when handling and cleaning knives.

Did you know?
The best modern sushi knives are made from steel with a high carbon content, the same high quality material used in the forging of katana, traditional Japanese swords. The average sushi knife instead uses top-quality stainless steel.

HINTS AND TIPS
BE PREPARED

Always use the appropriate coloured board for the task you are undertaking. Make sure the board is secure by placing a damp clean cloth underneath it.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
Knives used to be made from carbon. It was easier to keep sharp but caused discolouration to vegetables and other commodities when they were cut.

UNIT 104 (1GEN4)

WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

As the old saying goes – many hands make light work. Working as part of a team means you and everyone else you work with has to play a part in the overall success of your organisation. To achieve this, it's important to understand what your role is and how it relates to the other people in your team.

UNIT 104 (LEVEL 1 UNIT, 3 CREDITS)

WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

Working as part of a team is one of the most important parts of any job and it can also be one of the most challenging. How you work with others can have a big impact on the contribution you make to your workplace.

This unit has **six** learning outcomes:

1. Be able to plan and organise own work
2. Be able to work effectively with team members
3. Be able to develop own skills
4. Know how to plan and organise own work
5. Know how to work effectively with team members
6. Know how to develop own skills.

Did you know?
Research shows that people often perform better when they work in pairs, even when each person thinks the other is a hindrance.

Useful words

FEEDBACK
Information that you receive from other people. This might be about you or your work, and can help you to improve how you do things. Feedback can be both positive and negative.

IN WRITING
Information that is written down – this could be on paper, or in an electronic document, such as an e-mail.

LEARNING PLAN
A way of organising the things you might do to improve your skills and further your career. A learning plan would include your aims, what you need to do to achieve them and the time scale that this might be done within.

LIMITS OF YOUR JOB ROLE
The things you are and are not permitted to do as part of your job.

LINE MANAGER
The person who is responsible for assigning your tasks and assessing your performance. You are directly answerable to this person.

TEAM
The people that you regularly work with in your workplace. A team can be as few as two people, or much larger.

WORK PRODUCTS
Things that you and your colleagues produce while at work. As well as the food and drink that you might prepare and serve, this could include completed forms, reports or other paperwork.

KNOW YOUR... TEAM SITUATIONS

Café

School canteen

Restaurant

Fast-food outlet

Sandwich bar

UNIT 104 (1GEN4)

WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Make sure the requirements of the work are understood				
2 Ask questions if the requirements of the work are not clear				
3 Accurately follow instructions				
4 Plan work and prioritise tasks in order of importance				
5 Keep everything needed for the work organised and available				
6 Keep work areas clean and tidy				
7 Keep waste to a minimum				
8 Ask for help from the relevant person if it is needed				
9 Provide work on time and as agreed.				

What you must cover

There is no 'What you must cover' for this unit.

Did you know?
The world's biggest restaurant is in Damascus, Syria, and can seat more than 6000 customers. When it gets busy during the summer months, the restaurant has up to 1800 staff.

HINTS AND TIPS
TEAM ROLES

A good team works best if everyone in it knows who is responsible for what. Overlaps of authority are best avoided.

UNIT 104 (1GEN4)

WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

(OUTCOME 2)

Circled numbers **must** be observed	1	2	3	4
10 Give team members help when they ask for it				
11 Ensure the help given to team members is within the limits of own job role				
12 Ensure the help given to team members does not prevent own work being completed on time				
13 Pass on important information to team members as soon as possible				
14 Maintain good working relationships with team members				
15 Report any problems with working relationships to the relevant person				
16 Communicate clearly and effectively with team members				

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
17 Seek feedback on own work and deal with this feedback positively				
18 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved				
19 Agree what has to be done to improve own work				
20 Agree a learning plan with the relevant person				
21 Seek opportunities to review and develop learning plan				

HINTS AND TIPS
CONSTRUCTIVE CRITICISM

Avoid negative criticism and try to be constructive. If a colleague has done something wrong, think about how you can help them solve the problem in a positive way.

'Teamwork is the ability to work together toward a common vision; the ability to direct individual accomplishments toward organisational objectives. It is the fuel that allows common people to attain uncommon results.'
Andrew Carnegie, US businessman

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 4)

To understand how to plan and organise your own work you need to:

K1 State why it is essential to understand the requirements of the work

K2 List the benefits of planning and organising work

K3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions

K4 List the benefits of keeping everything needed for own work organised and available

K5 State why it is important to keep work areas clean and tidy

K6 State why it is important to keep waste to a minimum

K7 State when to ask for help and who can be asked.

(OUTCOME 5)

To know how to work effectively with team members you need to:

K8 State the importance of effective teamwork

K9 State the people in own team and explain how they fit into the organisation

K10 List the responsibilities of the team and why it is important to the organisation as a whole

K11 Describe how to maintain good working relationships with team members

K12 State how to determine if helping a team member will prevent own work from being completed on time

K13 State the limits of own job role and what can and cannot be done when helping team members

K14 State why essential information needs to be passed on to a team member as soon as possible

K15 List the types of behaviour that help teams to work effectively and behaviours that do not

K16 State why problems with working relationships should be reported to the relevant person

K17 Describe how to communicate clearly and why it is important to do so.

(OUTCOME 6)

To understand how to develop own skills you need to:

K18 State the importance of improving own knowledge and skills

K19 Describe how to get feedback from team members and how this is helpful

K20 Describe how a learning plan can improve own work

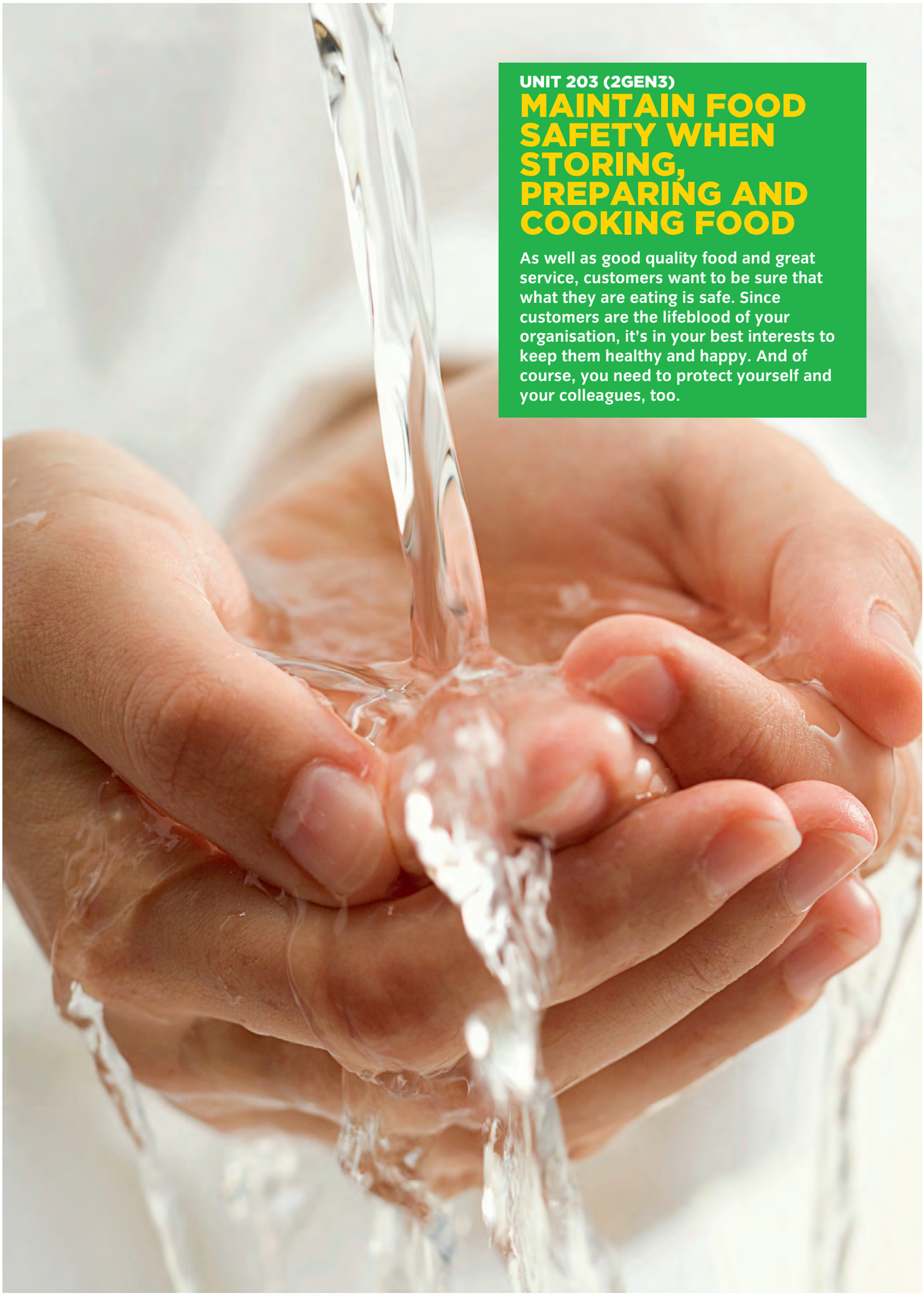
K21 State why it is important to regularly review own learning plan.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?

Humour about things associated with a person's job has been proved to have a positive impact in the workplace. It's important to be professional at all times, but humour can help relieve stress and improve team bonding.



UNIT 203 (2GEN3)

MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

As well as good quality food and great service, customers want to be sure that what they are eating is safe. Since customers are the lifeblood of your organisation, it's in your best interests to keep them healthy and happy. And of course, you need to protect yourself and your colleagues, too.

UNIT 203 (LEVEL 2 UNIT, 4 CREDITS)

MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

In any professional kitchen, food safety is of paramount importance. Customers' lives, your own livelihood and your employer's reputation are at stake if proper food hygiene and safety procedures are not followed.

This unit has **nine** outcomes:

1. Be able to keep yourself clean and hygienic
2. Know how to keep yourself clean and hygienic
3. Be able to keep working area clean and hygienic
4. Know how to keep working area clean and hygienic
5. Be able to store food safely
6. Know how to store food safely
7. Be able to prepare, cook and hold food safely
8. Know how to prepare, cook and hold food safely
9. Know how to maintain food safety.

Useful words

ALLERGENIC FOODS
Foods that may cause a harmful reaction when eaten by some people. Nuts, milk, eggs, fish and wheat are all common allergens.

AMBIENT TEMPERATURE
The temperature of a room or work area.

BACTERIA AND OTHER ORGANISMS
Microscopic 'bugs' that can infect and multiply in some foods, and cause illness if eaten.

CHEMICAL
A substance that may cause harm if consumed, for example, cleaning products and pesticides.

CONSUMPTION
When something is being used up or eaten.

CROSS-CONTAMINATION
When bacteria or other harmful organisms are transferred from one item to another.

HAZARDS
Things that could be dangerous if they come into contact with food. These include bacteria, viruses, moulds, chemicals, glass, hair or insects.

HYGIENIC
When something is clean and where the risk of any contamination is minimised.

PHYSICAL CONTAMINANTS
Foreign objects that could end up in food, including pieces of glass or plastic from packaging, mouse or rat droppings, sticking plasters, hair and insects.

REGENERATION
Heating food that has already been cooked. To ensure this is safe, food must be reheated to specific temperatures for a set period of time.

STOCK ROTATION
Using stock in the order in which it was delivered. In this way, the oldest stock is used first before it can spoil.

STORAGE AREA
The space where stock is stored.

UNSAFE BEHAVIOUR
Anything you do that could cause food to become contaminated.

KNOW YOUR...
CHEF'S UNIFORM

UNIT 203 (2GEN3)

MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

(OUTCOME 1)

Circled numbers **must** be observed	1	2	3	4
1 Wear clean and hygienic clothes appropriate to the jobs being undertaken				
2 Tie hair back and/or wear appropriate hair covering				
3 Only wear jewellery and other accessories that do not cause food safety hazards				
4 Change clothes when necessary				
5 Wash hands thoroughly at appropriate times				
6 Avoid unsafe behaviour that could contaminate the food you are working with				
7 Report cuts, boils, grazes, illness and infections promptly to the appropriate person				
8 Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing.				

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
9 Make sure surfaces and equipment are clean and in good condition				
10 Use clean and suitable cloths and equipment for wiping and cleaning between tasks				
11 Remove from use any surfaces and equipment that are damaged or have loose parts				
12 Report damaged surfaces, equipment to the person responsible for food safety				
13 Dispose of waste promptly, hygienically and appropriately				
14 Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings				
15 Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person				
16 Identify, take appropriate action on any signs of pests				
17 Report any signs of pests to the appropriate person.				

HINTS AND TIPS
STORING ORDER

Put away chilled and frozen food in the fridge or freezer as soon as you can. Keep uncooked meat at the bottom so it can't drip onto other items.

UNIT 203 (2GEN3)

MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
18 Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery				
19 Look at and retain any important labelling information				
20 Prepare food for storage				
21 Place food in storage as quickly as necessary to maintain its safety				
22 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food				
23 Store food so that cross-contamination is prevented				
24 Follow stock rotation procedures				
25 Safely dispose of food that is beyond 'use-by-date'				
26 Keep necessary records up-to-date.				

'It is good practice for a chef to constantly taste food during cooking, but a spoon that is washed between tasting must be used.'
Terry Tinton, chef and cookery lecturer

(OUTCOME 7)

Circled numbers **must** be observed	1	2	3	4
27 Check food before and during operations for any hazards				
28 Follow correct procedures for dealing with food hazards				
29 Follow organisational procedures for items that may cause allergic reactions				
30 Prevent cross-contamination between different types of food				
31 Use methods, times, temperatures and checks to make sure food is safe following operations				
32 Keep necessary records up-to-date.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

Clothes

All must be covered. At least **four** of these must be observed by your assessor.

		1	2	3	4
1	trousers				
2	tops/jackets				
3	coats				
4	disposable gloves				
5	shoes				
6	headgear				
7	aprons				

Appropriate times to wash your hands

All must be covered. At least **five** of these must be observed by your assessor.

		1	2	3	4
1	after going to the toilet or in contact with faeces				
2	when going into food preparation and cooking areas including after any work breaks				
3	after touching raw food and waste				
4	before handling raw food				
5	after disposing of waste				
6	after cleaning				
7	changing dressings or touching open wounds				

Unsafe behaviour

All must be covered. **None** of these must be observed by your assessor.

		1	2	3	4
1	failure to wash your hands thoroughly when necessary				
2	touching your face, nose or mouth, blowing your nose				
3	chewing gum				
4	eating				
5	smoking				
6	scratching				

(OUTCOME 3)

Surfaces and equipment

All must be covered. At least **two** of these must be observed by your assessor.

		1	2	3	4
1	surfaces and utensils for preparing, cooking and holding food				
2	surfaces and utensils used for displaying and serving food				
3	appropriate cleaning equipment				

(OUTCOME 5)

Storage areas

All must be covered. At least **two** of these must be observed by your assessor.

		1	2	3	4
1	ambient temperature				
2	refrigerator				
3	freezer				

(OUTCOME 7)

Operations

All must be covered. At least **four** of these must be observed by your assessor.

		1	2	3	4
1	defrosting food				
2	preparing food, including washing and peeling				
3	cooking food				
4	reheating food				
5	holding food before serving				
6	cooling cooked food not for immediate consumption				
7	freezing cooked food not for immediate consumption				

Hazards

All must be covered. **None** of these must be observed by your assessor.

		1	2	3	4
1	bacteria and other organisms				
2	chemical				
3	physical				
4	allergenic				

UNIT 203 (2GEN3)

MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to keep self clean and hygienic you need to:

K1 State why clean and hygienic clothes must be worn

K2 State why hair must be tied back or an appropriate hair covering be worn

K3 State the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking of food

K4 Describe the food safety hazards that jewellery and accessories can cause

K5 State when clothing should be changed

K6 State the importance of changing clothes

K7 State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste and before handling ready-to-eat food

K8 Describe how to wash hands safely

K9 State the importance of not handling food when open cuts are present

K10 Describe what to do if anyone has an open cut

K11 State the importance of reporting illnesses and infections promptly

K12 State why stomach illnesses are particularly important to report

K13 State the importance of avoiding touching face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food.

EXPERT ADVICE
WHAT HYGIENE MEANS

Food hygiene means more than just cleaning work areas. It includes all practices, precautions and legal responsibilities involved in:

- protecting food from risk of contamination
- prevention of organisms from multiplying to an extent that would pose a health risk to customers and employees
- destroying any harmful bacteria in food by thorough heat treatment or other techniques.

(OUTCOME 4)

To understand how to keep working areas clean and hygienic you need to:

K14 State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task

K15 Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task

K16 State the importance of only using clean and suitable cloths when cleaning before tasks

K17 State how to ensure that clean and suitable cloths are used before tasks

K18 Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety

K19 List the types of damaged surfaces or equipment that can cause food safety hazards

K20 Describe how to deal with damaged surfaces and equipment

K21 State the importance of clearing and disposing of waste promptly and safely

K22 Describe how to safely dispose of waste

K23 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards

K24 State the types of damage that should be looked out for

K25 State the types of pests that could be found in catering operations

K26 State how to recognise the signs that pests may be present.

(OUTCOME 6)

To understand how to store food safely, you need to:

K27 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date

K28 State the importance of preparing food for storage

K29 State why food must be put in the correct storage area

K30 State the temperature food should be stored at

K31 State the importance of keeping storage areas clean and tidy

K32 Describe what to do if storage areas are not clean and tidy

K33 State the importance of storing food at the correct temperature

K34 Describe how to store food at the correct temperature

K35 State what types of food are raw

K36 State why types of food are ready-to-eat

K37 State why stock rotation procedures are important

K38 State why food beyond its 'use-by-date' must be disposed of.

(OUTCOME 8)

To understand how to prepare, cook and hold food safely, you need to:

K39 State why it is necessary to defrost foods before cooking

K40 State when it is necessary to defrost foods before cooking

K41 Describe how to safely and thoroughly defrost food before cooking

UNIT 203 (2GEN3)

MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

K42 Describe how to recognise conditions leading to safety hazards

K43 State what to do if any food safety hazards are discovered

K44 State the importance of knowing that certain foods cause allergic reactions

K45 Describe organisational procedures to deal with foods that may possibly cause allergic reactions

K46 State what to do if a customer asks if a particular dish is free from a certain food allergen

K47 Describe how cross-contamination can happen between different food types

K48 Describe how to avoid cross-contamination between different food types

K49 Explain why thorough cooking and reheating methods should be used

K50 State cooking and reheating temperatures and times to use for food being worked with

K51 Describe how to check that food is thoroughly cooked or safely reheated

K52 State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer

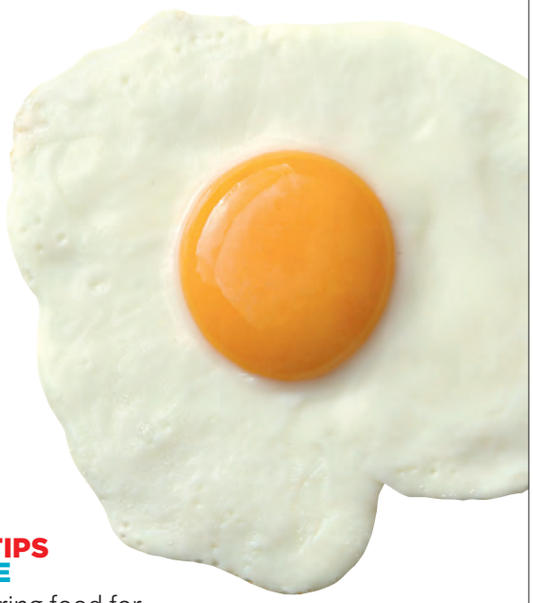
K53 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption

K54 Describe how to safely store food not for immediate consumption.

EXPERT ADVICE
LOOK AFTER NUMBER ONE

It's often forgotten, but you need to take good care of yourself before you can take care of things at work. Some things to keep in mind are:

- Get enough sleep and relaxation when you get a day off.
- Eat proper, balanced meals regularly. Working in the food industry, it's easy to pick at things or grab quick junk food. Try to avoid this temptation.
- Drink plenty of water while you're at work – it helps your concentration.
- Tell your supervisor if you feel ill or are injured.
- Keep an eye out for team members who look unwell.



HINTS AND TIPS
BE EGG-WISE

If you are preparing food for vulnerable people, for example elderly people, babies, toddlers, pregnant women or someone who is ill, avoid giving them eggs with runny yolks, or foods that contain uncooked eggs, for example, mayonnaise, ice cream, icing or mousse. This is because eggs can contain harmful bacteria. When preparing eggs, cook them until the white and yolk are solid.

What you must know

(OUTCOME 9)

To understand how to maintain food safety, you need to:

K55 Describe how to operate a food safety management system

K56 Explain the concept of hazards to food safety in a catering operation

K57 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level

K58 Describe what may happen if hazards are not controlled

K59 State the types of hazards that may occur in a catering operation

K60 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination

K61 State why monitoring is important

K62 State the key stages in the monitoring process

K63 State the importance of knowing what to do when things go wrong

K64 State why some hazards are more important than others in terms of food safety

K65 State who to report to if there are food safety hazards.

Did you know?
If someone has a severe food allergy, they can react to just a tiny amount of the food they are sensitive to.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
As many as 5.5 million people in the UK may suffer from food-borne illnesses every year – that's one in 10 people.

HINTS AND TIPS
TEMPERATURE CONTROL

Using a temperature probe helps you to be certain that correct temperatures for destroying any harmful organisms are reached. Always sterilise your probe before using it again.

UNIT 126 (1FPC8)

COOK AND FINISH SIMPLE BREAD AND DOUGH PRODUCTS

Freshly baked bread and dough products are an important part of many food businesses. Developing good baking skills will stand you in good stead wherever you work. Learning the skills is straightforward, but perfecting the art may take a little longer. This unit will help you understand the basics of cooking bread and dough products from freshly made or pre-prepared dough.

UNIT 126 (LEVEL 1 UNIT, 3 CREDITS)

COOK AND FINISH SIMPLE BREAD AND DOUGH PRODUCTS

Fresh bread is an essential part of most restaurant menus and for many customers it's an important aspect of their dining experience.

This unit has **six** learning outcomes:

1. Be able to cook simple bread and dough products
2. Understand how to cook simple bread and dough products
3. Be able to finish simple bread and dough products
4. Understand how to finish simple bread and dough products
5. Be able to store bread and dough products
6. Understand how to store bread and dough products.

'Be precise with the salt. Too much is disgusting, too little is almost worse.'
Sally Clarke, chef, on making bread

Useful words

BAKING
Cooking food in a dry oven at a specific temperature. Often refers to making breads, pastries and cakes.

BAP
A soft roll with a floury finish.

BREAD AND DOUGH PRODUCTS
Foods that are made from dough. These may be savoury or sweet.

DOUGH
A mixture of flour, yeast, water and salt that is used to make breads and other foods.

GLAZING
Covering bread and dough products with something that will give them a shine. The glaze might be egg, applied before baking, or a sugar glaze applied after.

PITTA BREAD
A round, flat bread from the Middle East that only requires one proving. Pitta bread can be split to form a 'pocket' which can be filled.

PROVING
When dough is left in a warm place for a set time so that the yeast can take effect. The dough will increase in volume during the proving stage.

NAAN
A soft, flat bread originating from central and southern Asia. It is sometimes flavoured with spices or herbs.

REHEATING
Heating food that has already been cooked.

YEAST
A type of fungus that helps dough to rise.

KNOW YOUR... COMMON BREAD AND DOUGH PRODUCTS

Pitta

Ciabatta

Naan

Focaccia

Pizza

Panini

UNIT 126 (1FPC8)

COOK AND FINISH SIMPLE BREAD AND DOUGH PRODUCTS

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

Did you know?
The Dutch are said to have invented fried doughnuts in the early 1800s – they called them 'oily cakes'. A 16-year-old American, Hansen Gregory, is credited with perfecting the ring-shaped doughnut in 1848.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check the products to make sure they are fit for cooking	●	●	●	●
2 Choose the correct tools and equipment to prepare and bake bread and dough products	●	●	●	●
3 Prepare the products as required.	●	●	●	●

What you must cover

(OUTCOMES 1, 3 AND 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Bread and dough products All must be covered. At least **one** of these must be observed by your assessor.				
1 freshly made dough	●	●	●	●
2 ready made par-cooked dough	●	●	●	●
Preparation and finishing methods All must be covered. At least **two** of these must be observed by your assessor.				
1 baking	●	●	●	●
2 reheating	●	●	●	●
3 glazing	●	●	●	●

HINTS AND TIPS
KNOW THE DOUGH INSIDE OUT
To bake good bread, it is important to know the functions of each basic ingredient (flour, salt, water and yeast). You must understand how these can be controlled and which methods of making a specific dough you need to use for the best result.

UNIT 126 (1FPC8)

COOK AND FINISH SIMPLE BREAD AND DOUGH PRODUCTS

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
4 Finish the product as required	●	●	●	●
5 Make sure the bread and dough product is at the correct temperature for holding and serving.	●	●	●	●

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
6 Safely store any cooked bread and dough products not for immediate use.	●	●	●	●

EXPERT ADVICE
MAKING BREAD

Award-winning chocolatier Paul Wayne Gregory supplies his chocolates to Fortnum & Mason. He is also an accomplished pastry chef and baker. Here are his top tips for making bread:

- When shaping bread dough you should handle it as lightly as possible. Take care not to over-develop the gluten and knock too many gases out of the raw dough.
- To check if a bread loaf or roll is baked correctly, simply turn it out and tap the base of the bread. If it sounds hollow then it is baked properly and should be left to cool on a wire rack for a few minutes.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to cook simple bread and dough products you need to:

K1 State how to check to make sure bread and dough products are fit for preparation and baking

K2 Describe what to do if there any problems with the products

K3 State the correct tools and equipment to use for different preparation methods

K4 State the importance of using the correct tools and equipment

K5 Describe how to carry out different cooking methods correctly.

'Without bread all is misery.'
William Cobbett, 18th century British journalist

Freshly baked breads
Sometimes the simplest things are the best, such as oven-warm crusty bread.

(OUTCOME 4)

To understand how to finish simple bread and dough products you need to:

K6 State the correct tools and equipment for different finishing methods

K7 Describe how to use different finishing methods correctly

K8 State the correct temperature for holding and serving simple bread and dough products.

(OUTCOME 6)

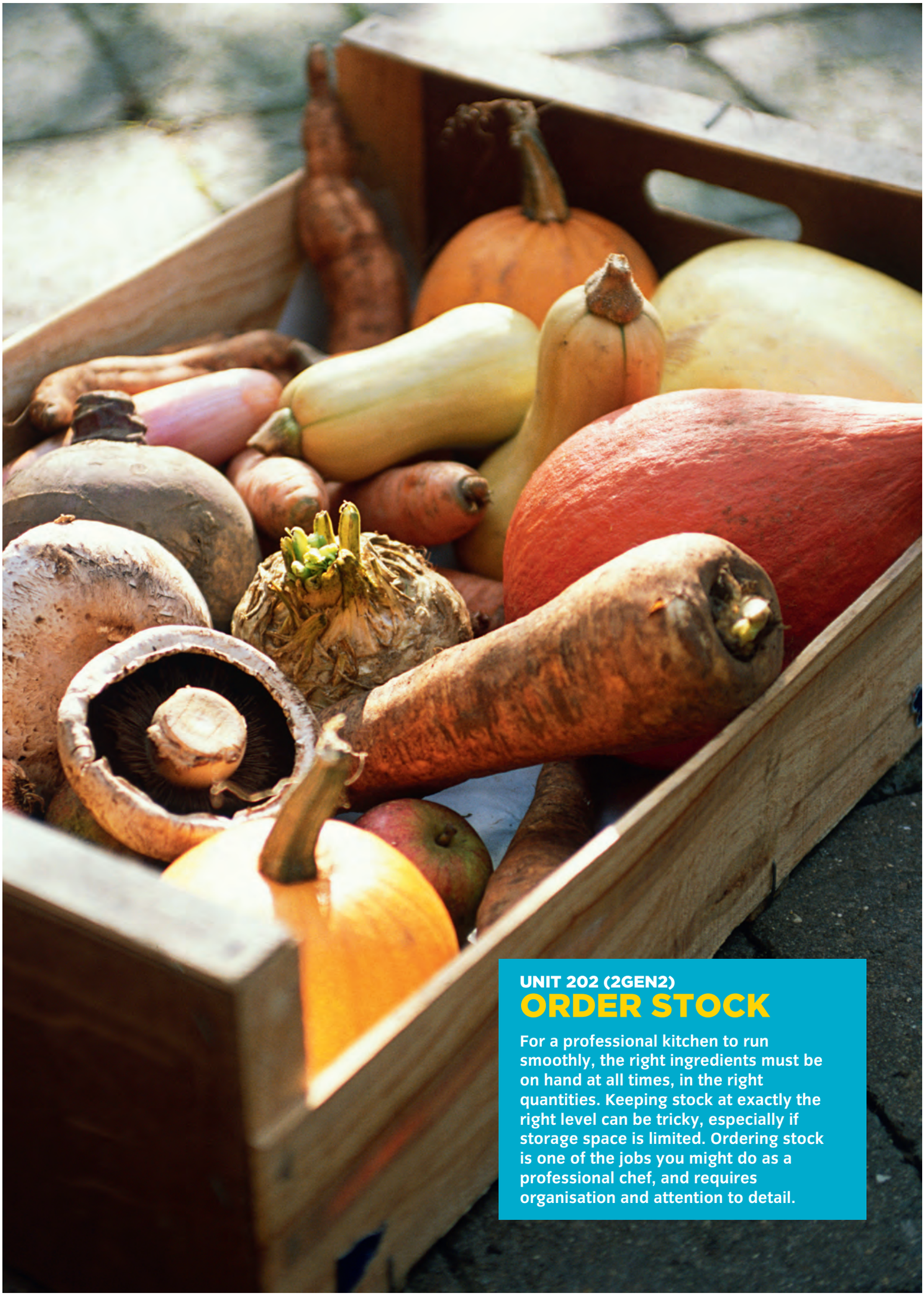
To understand how to store bread and dough products you need to:

K9 State how to store uncooked bread and dough products.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
In France, pan bread is known as 'pain de mie' and is used only for toast or for making stuffing.



UNIT 202 (2GEN2)

ORDER STOCK

For a professional kitchen to run smoothly, the right ingredients must be on hand at all times, in the right quantities. Keeping stock at exactly the right level can be tricky, especially if storage space is limited. Ordering stock is one of the jobs you might do as a professional chef, and requires organisation and attention to detail.

UNIT 202 (LEVEL 2 UNIT, 4 CREDITS)

ORDER STOCK

This unit is about ordering stock in line with established purchasing agreements. It details several dispatch methods, such as by post or computer, as well as the type of information that is consistently required during the ordering process. It also deals with handling purchasing agreements and filing the necessary documents.

This unit has **two** learning outcomes:

1. Be able to order stock
2. Know how to order stock.

Did you know?
In 2008, a global rice shortage led to rationing and some restaurants stockpiling supplies.

Useful words

AMOUNT
How much of something you will need to order. This may be a quantity (the number of items you need), a weight or a volume (for liquids).

CROSS-CONTAMINATION
When bacteria or other harmful organisms are transferred from one food item to another.

DATE FOR REQUIRED DELIVERY
The date when you need the items to be brought to your workplace.

DISPATCH METHOD
The way in which the goods you order will be sent to you. This may be by post, courier or delivery by your supplier.

DOCUMENTATION
The paperwork involved in placing and receiving an order of goods. This may include an order form, a delivery note and an invoice.

IN PERSON
A transaction or communication that takes place when two or more people meet.

PRODUCT TYPE
A description of the item that you need, which includes all the information required to identify the correct item.

STOCK
The materials and ingredients your workplace will need to keep its operations running smoothly.

STORAGE AREA
The space in your workplace where stock is stored.

UNSAFE BEHAVIOUR
Anything that could cause food to be contaminated.

KNOW YOUR... STOCK CONTAINERS

UNIT 202 (2GEN2)

ORDER STOCK

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check stock levels on a regular basis and consult with colleagues to determine if new stock is required				
2 Identify stock requirements, ensuring sufficient storage space will be available upon arrival				
3 Obtain relevant documentation for ordering stock and where required obtain permission from the proper person to place an order				
4 Complete required information on documentation and dispatch it correctly within the time required to ensure delivery before current stock is finished				
5 Maintain documentation in line with organisational requirements				
6 Obtain and file notification of placed orders and delivery notes from suppliers				
7 Respond to queries and solve problems that arise about the order within own authority.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Stock requirements All must be covered. **Both** of these must be observed by your assessor.				
1 product type required				
2 amount required				
Required information All must be covered. **All** of these must be observed by your assessor.				
1 quantity				
2 product type				
3 date for required delivery				
4 contact details				
Dispatch method All must be covered. At least **one** of these must be observed by your assessor.				
1 post				
2 fax				
3 computer				
4 in person				
5 telephone				
Problems All must be covered. **None** of these must be observed by your assessor.				
1 quantity				
2 time				
3 non-delivery				
4 availability				
5 type				
6 quality				

UNIT 202 (2GEN2)

ORDER STOCK

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to order stock you need to:

K1	Describe the ordering process
K2	State when to order new stock
K3	State who is responsible for arranging the central purchasing agreement
K4	State what the central purchasing agreement contains
K5	State, why, what and who to contact when problems occur with the ordering process
K6	State when ordering needs to be approved by a line manager
K7	State where to obtain the ordering information from
K8	Describe what information needs to be entered on the documentation
K9	State where ordering documentation is kept.

EXPERT ADVICE
THE PICK OF THE BUNCH

When considering which suppliers to use, the following things need tobe taken into account:

- **Quality**
  Food produce should always be fresh, clearly labelled, properly packaged and delivered within health and hygiene regulations.
- **Quantity**
  It is important to establish whether the amount of produce you need is available from the supplier. If this is not agreed up front, you may risk being undersupplied on your order.
- **Cost**
  A supplier's cost should be accurately calculated, including additional costs such as VAT, carriage charges or fluctuations in prices of the ingredients.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
Starbucks in the US uses 2% of the country's milk production in its coffee shops.

'I really believe that just being a great cook is not enough – it is important that you are a businessperson.'
Nigella Lawson, TV chef

TO

UNIT 220 (2FP1)

PREPARE FISH FOR BASIC DISHES

Considering that Britain is surrounded by sea, fish should be something we do well. From the British favourite, fish and chips, through to more upmarket dishes such as grilled sea bass, perfect preparation is key to creating the tastiest dishes. This unit covers what to look for in a fish and how to clean, scale, bone and fillet.

UNIT 220 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE FISH FOR BASIC DISHES

Fish bought whole need preparation before they can be turned into mouthwatering dishes.

In this unit, you'll discover the techniques and skills required to prepare different types of fish for basic dishes.

The fish covered include both flat and round white fish, as well as oily fish such as salmon and mackerel. Among the techniques covered are filleting, cutting, skinning, boning and marinating.

This unit has **two** learning outcomes:

1. Be able to prepare fish for basic dishes
2. Understand how to prepare fish for basic dishes.

Cod in lemon butter sauce
A lightly poached fillet of cod smothered in a buttery, white wine sauce, garnished with lemon slices and parsley.

Useful words

DARNE
A slice cut across the bone from a round fish. Sometimes known as a steak.

DÉLICE
A neatly folded and trimmed flat fish fillet.

FILLET
This is flesh which is free from skin and bone. It will vary in size depending on the fish, so a plaice fillet will be much smaller than that of a salmon.

GOUJON
A long strip that is cut from a large fillet. Goujons are often coated in breadcrumbs before cooking.

MEDALLION
Similar to a suprême, but trimmed further to form a round or oval shape. Monkfish is often cut into medallions.

PAUPIETTE
A flattened piece of filleted fish, which is then stuffed and rolled.

SPAWNING
When female fish release their eggs into the water for fertilisation by the males.

SUPRÊME
A piece of fillet cut into pieces at an angle. This cut is usually reserved for larger fish such as cod or salmon.

TRONÇON
A finger-shaped piece cut from a flat fish across its body width. The thickness will vary depending on the type of fish.

KNOW YOUR... TYPES OF FISH

White flat fish
Lemon sole & Plaice

White round fish
Cod & Hake

Oily fish
Mackerel & salmon

UNIT 220 (2FP1)

PREPARE FISH FOR BASIC DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check fish meets dish requirements				
2 Choose and use tools and equipment correctly				
3 Prepare fish to meet dish requirements				
4 Safely store any prepared fish not for immediate use.				

EQUIPMENT
FISH FILLETING KNIFE

A fish filleting knife has a long, narrow, pointed blade that is also flexible. This makes it easy to thinly cut and finely trim the fish to get nice, even fillets. The blade should be kept very sharp.

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Fish All must be covered. At least **two** of these must be observed by your assessor.				
1 white fish – round				
2 white fish – flat				
3 oily fish				
Prepare by All must be covered. At least **four** of these must be observed by your assessor, which must include a minimum of **three** from **cutting**.				
1 filleting				
removing pin bone				
removing rib bones				
removing spine				
2 cutting				
darne				
goujon				
suprême				
tronçon				
délice				
paupiette				
3 trimming				
4 skinning				
5 coating				
6 marinating				

'Fish is the only food that is considered spoiled once it smells like what it is.'
PJ O'Rourke, writer

UNIT 220 (2FP1)

PREPARE FISH FOR BASIC DISHES

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare fish for basic dishes you need to:

K1 State the different types of commonly used flat, round and oily fish and how to identify them

K2 Describe how to check that the fish meets requirements

K3 State what quality points to look for in fresh fish

K4 Describe what to do if there are any problems with the fish or other ingredients

K5 State the correct tools and equipment required to carry out different preparation methods

K6 State why it is important to use the correct tools, equipment and techniques

K7 Describe how to carry out relevant preparation methods correctly

K8 State the reasons for coating and marinating fish

K9 Describe the texture of different types of fish and what this means in terms of handling the fish during preparation

K10 State how to store prepared fish correctly

K11 State healthy eating options when preparing fish.

Did you know?
Every year, one shop in the UK wins the prestigious title of Fish and Chip Shop of the Year, voted by the National Federation of Fish Fryers.

EXPERT ADVICE
BUYING FISH

Richard Knights is Head Chef of The Lavender House restaurant in Norwich. Here are his top tips for buying fish:

- It is very important to get to know your fish suppliers so that they understand exactly what your requirements are and the type of fish you like to serve in the restaurant. That way they will always provide you with the best and freshest quality of fish money can buy.
- Always know your seasons for which fish is at its best and when it should be left alone, as the flesh and size will change dramatically according to their spawning time.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

suprême of salmon
A succulent suprême of wild salmon, grilled and flavoured with fresh rosemary.

'If you want to get really good fish you have to buy it from as close to the sea as possible.'
Rick Stein, restaurateur

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UNIT 222 (2FP3)

PREPARE MEAT FOR BASIC DISHES

There are many different types of meat and many different ways of cooking it. To do the job properly, it's important to have a good knowledge of cutting and preparation techniques, as these can affect the quality of the finished dish. It's at the preparation stage that you also should ensure that the quality of the meat itself meets your requirements – another important factor in producing top-notch dishes.

UNIT 222 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE MEAT FOR BASIC DISHES

The preparation of ingredients is a vital step in producing dishes of the highest quality. This is especially important when it comes to meat.

This unit covers the skills and knowledge needed for preparing both red and white meat for use in basic dishes.

This unit has **two** learning outcomes:

1. Be able to prepare meat for basic dishes
2. Understand how to prepare meat for basic dishes.

Did you know?
On average, each person in the UK eats eight cows, 36 sheep and 36 pigs during their lifetime.

Useful words

DICING
Cutting meat into pieces of the same size, usually cube shaped, so that it will cook evenly.

FOREQUARTER
The front half of one side of a butchered animal. A beef forequarter includes most of the ribs, as well as the brisket and shank.

HINDQUARTER
The back half of one side of a butchered animal. A beef hindquarter includes the thick flank, sirloin, rump, topside and fillet.

MARINATING
Soaking raw meat in a liquid to improve its flavour and help tenderise it. The liquid can include oil, vinegar or wine, sauces and seasonings.

MINCING
Processing meat through a machine to produce a fine texture. Minced meat can be shaped to make meatballs or used in sauces, such as Bolognese.

PORTIONING
Cutting meat into pieces for cooking or serving. The portions may be divided by size or weight, or by shape.

SEASONING
Adding salt, pepper and other spices to meat to enhance its flavour.

SLICING
Cutting across a piece or meat, either before or after it is cooked. The correct slicing technique is important for the final presentation of the dish.

TRIMMING
Cutting bone, excess fat, skin or sinew from meat to improve its presentation.

KNOW YOUR... MEAT TOOLS

UNIT 222 (2FP3)

PREPARE MEAT FOR BASIC DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check meat meets dish requirements				
2 Choose and use tools and equipment correctly				
3 Prepare meat to meet dish requirements				
4 Safely store any prepared meat not for immediate use.				

HINTS AND TIPS
REST BEFORE CARVING

Always let large cuts of cooked meat rest for a while before carving. This will not only make the meat easier to carve, it will ensure that the meat is more succulent as the juices will be more evenly distributed.

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Prepare by All must be covered. At least **three** of these must be observed by your assessor, which must include a minimum of **two** from **cutting**.				
1 cutting				
dice				
slice				
portion				
2 basic boning of joints				
3 seasoning/marinating				
4 trimming				
5 tying				
6 tenderising				

UNIT 222 (2FP3)

PREPARE MEAT FOR BASIC DISHES

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare meat for basic dishes you need to:

K1 Describe how to check meat meets requirements

K2 Describe what quality points to look for in fresh meat

K3 Describe what to do if there are problems with the meat or other ingredients

K4 State the correct tools, knives and equipment required to carry out different preparation methods

K5 Describe how to carry out different preparation methods correctly

K6 State the importance of using the correct tools, knives, equipment and techniques

K7 Describe how to store prepared meat

K8 State healthy eating options when preparing meat.

Did you know?
There are an estimated 400 sausage varieties available in the UK.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

'The only time to eat diet food is while you're waiting for the steak to cook.'
Julia Child, cookery writer

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UNIT 223 (2FP4)

PREPARE POULTRY FOR BASIC DISHES

Poultry is a popular and versatile source of protein that's used in many of the world's most-loved dishes. Chicken, poussin, duck, goose, guinea fowl, quail and turkey are among the types of poultry that can be found on menus up and down the country.All poultry needs careful preparation. This unit will help you learn the essential skills and knowledge required.

UNIT 223 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE POULTRY FOR BASIC DISHES

Poultry dishes are among the most popular choices in restaurants everywhere, so knowing how to prepare poultry is essential for every chef.

In this unit, you will cover the different preparation methods that are appropriate for different types of poultry, including duck, chicken and turkey.

You will find out how to check that the poultry meets requirements and what points to look for when checking the quality of fresh duck, chicken and turkey.

This unit has **two** learning outcomes:

1. Be able to prepare poultry for basic dishes
2. Understand how to prepare poultry for basic dishes.

Did you know?
A Sunday roast is Britain's favourite meal – about 53% of people surveyed in 2008 gave it the thumbs up.

Useful words

BREAST
The meat from the chest of the bird, the breast is one of the leanest and most popular cuts of poultry.

CAVITY
The space inside the bird's body, often stuffed or seasoned once the giblets or innards are removed.

CONFIT
Meat, often duck or goose, cooked slowly and then stored in its own fat.

DRUMSTICK
The bottom part of the leg of a cooked bird.

ESCALOPE
A very thin, usually flattened, slice of poultry or meat.

MARINATING
Soaking raw meat in a liquid to improve its flavour and help tenderise it. The liquid can include oil, vinegar or wine, sauces and seasonings.

STUFFING
Filling the cavity of the bird with a mixture, traditionally made with sage, onion and breadcrumbs to infuse flavour and help keep the meat moist.

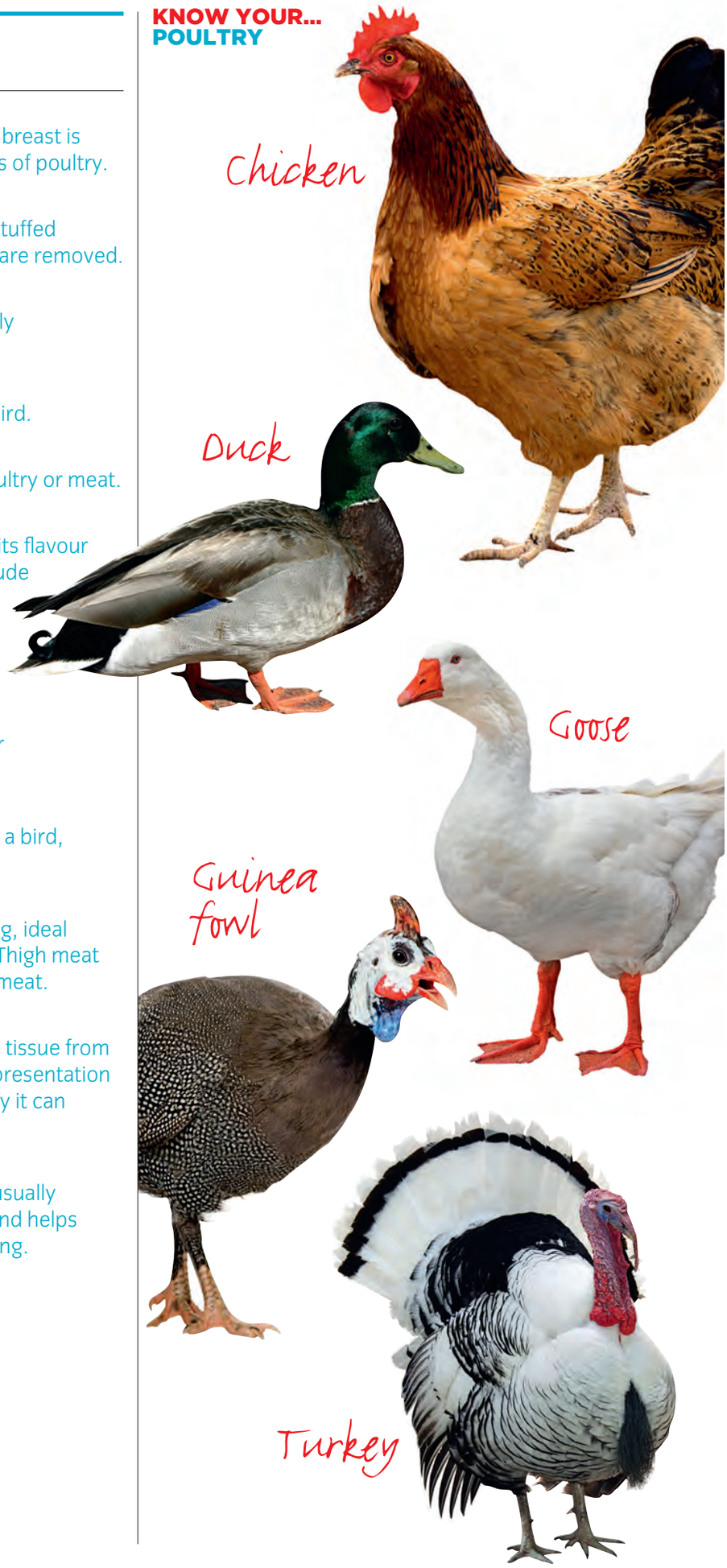
SUPRÊME
The skinless, boneless breast meat from a bird, usually a chicken.

THIGH
Meat from the upper part of the bird's leg, ideal for casseroles and slow-cooked dishes. Thigh meat is darker and slightly fattier than breast meat.

TRIMMING
Removing the bones, fat and connective tissue from the bird before cooking to improve the presentation of the meat. If fat is trimmed from poultry it can create a healthier meal.

TRUSSING
A method of holding the bird together, usually with string, which keeps the stuffing in and helps retain the shape of the bird during cooking.

KNOW YOUR... POULTRY



UNIT 223 (2FP4)

PREPARE POULTRY FOR BASIC DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

HINTS AND TIPS
STUFFING

Stuffing the cavity helps the bird cook evenly and retain its moisture. Avoid adding salt to stuffing, as this may draw out the moisture in the meat. Also, never overstuff your bird as the stuffing mixture expands during cooking and may spill out, ruining your presentation.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check poultry meets dish requirements				
2 Choose and use the correct tools and equipment				
3 Prepare poultry to meet dish requirements				
4 Safely store any prepared poultry not for immediate use.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Poultry All must be covered. **All** must be observed by your assessor.				
1 whole birds				
2 portions of poultry meat				
Prepare by All must be covered. At least **four** of these must be observed by your assessor, which must include a minmum of **two** from **cutting**.				
1 cleaning				
2 checking and preparing the cavity				
3 seasoning/marinating				
4 trimming				
5 cutting				
portion				
dice				
cut for sautéing				
6 stuffing/filling				
7 coating				
8 tying and trussing				
9 batting out				

Did you know?
Peking Duck has been around since the Yuan Dynasty in the 14th century.

UNIT 223 (2FP4)

PREPARE POULTRY FOR BASIC DISHES

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare poultry for basic dishes you need to:

K1 Describe how to check poultry meets requirements

K2 Describe what quality points to look for in a range of fresh poultry

K3 Describe what to do if there are problems with the poultry or other ingredients

K4 State the correct tools and equipment required to carry out different preparation methods

K5 Describe how to carry out relevant preparation methods correctly

K6 State the importance of using the correct tools, knives, equipment and techniques

K7 Describe how to store prepared poultry

K8 State healthy eating options when preparing poultry.

Chicken Kiev
A fusion of herbs, garlic and rich, melted butter wrapped in juicy breast meat with a crisp, crunchy coating. A banquet of textures and tastes.

EXPERT ADVICE
SUPER CRISP
If it's crispy, the skin on the outside of duck can really make the meal. The texture of the dish can be totally changed with a crispy skin. The secret is to make sure the duck is scored across the front and salted heavily. This helps dry up the skin and makes for a gorgeously crispy skin.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

'Everything has to come down to "does it taste good?" If it doesn't taste good, it doesn't go on the menu.'
Heston Blumenthal
chef and restaurateur

Did you know?
Coronation Chicken was created for Queen Elizabeth II's coronation in 1953. In 2002, Jubilee Chicken was invented to celebrate her 50 years on the throne.

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UNIT 226 (2FP7)

PREPARE VEGETABLES FOR BASIC DISHES

Vegetables harvested in season have a depth of flavour that surpasses anything that's been grown out of season or flown in from abroad. There's an infinite variety to choose from – whether they're nourishing roots roasted for sweetness in winter, stir-fried or steamed greens, or a variety of colourful veg dressed for a healthy summer salad. Vegetables are the versatile fundamentals of any kitchen.

UNIT 226 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE VEGETABLES FOR BASIC DISHES

Whether they're being used in a main course, salad or side dish, vegetables and their preparation are a fundamental part of any chef's know-how.

In this unit, you will find out about the many different types of vegetables and the steps involved in preparing them for use in a range of dishes.

This unit has **two** learning outcomes:

1. Be able to prepare vegetables for basic dishes
2. Understand how to prepare vegetables for basic dishes.

Roasted aubergine
Sliced eggplant, roasted until golden brown then tossed in olive oil, black pepper, chilli, garlic, lemon juice and chives.

Useful words

BRUNOISE
Vegetables cut into small cubes of about 2–3mm. Carrots are often cut in this way.

BULBS
The fleshy part of some plants that develops under the soil. Onions, leeks, chives, garlic and shallots are all bulb vegetables.

GRATING
Root vegetables with a firm texture can be grated into strands either by machine or by hand. Carrots, for example, are usually grated to make coleslaw.

JARDINIÈRE
Vegetables cut into baton shapes about 15mm x 4mm.

JULIENNE
Vegetables cut into thin strips. They're often cooked in butter and used as a garnish, or served raw as an appetiser.

MACÉDOINE
Vegetables cut into cubes of about 5mm.

MIREPOIX
Roughly cut onion, leek, celery, carrot, sprig of thyme and a bay leaf. Used as a base for many cooking processes. You will achieve a greater visual impact if you use a variety of vegetables.

PAYSANNE
Vegetables thinly sliced into shapes that include circles, squares or triangles.

ROOTS
Vegetables whose edible part is the root of the plant. Carrots, parsnips, swedes, turnips and beetroot are all root vegetables.

TRIMMING
Taking off the parts of the food that are not needed. For vegetables, this includes peeling, removing the stalk in the middle of cabbage or the outer leaves of a cauliflower, for example.

TUBERS
Edible swellings or nodes on the roots of plants. The best known tuber is the potato.

KNOW YOUR... CUTTING STYLES

UNIT 226 (2FP7)

PREPARE VEGETABLES FOR BASIC DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

Did you know?
All peppers start off green, and then change colour to yellow, red or orange, depending on the variety. The darker green a vegetable is, the more vitamin C it contains.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check vegetables meet requirements				
2 Choose and use the correct tools and equipment				
3 Prepare vegetables to meet dish requirements				
4 Safely store any prepared vegetables not for immediate use.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Vegetables All must be covered. At least **seven** of these must be observed by your assessor.				
1 roots				
2 bulbs				
3 flower heads				
4 fungi				
5 seeds and pods				
6 tubers				
7 leaves				
8 stems				
9 vegetable fruits				
Prepare by All must be covered. At least **six** of these must be observed by your assessor, which must include a minimum of **two** from **traditional French cuts**.				
1 washing				
2 peeling				
3 re-washing				
4 chopping				
5 traditional French cuts				
Julienne				
Brunoise				
Macédoine				
Jardinière				
Paysanne				
6 slicing				
7 trimming				
8 grating				

UNIT 226 (2FP7)

PREPARE VEGETABLES FOR BASIC DISHES

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare vegetables for basic dishes you need to:

K1 Describe how to check vegetables meet requirements

K2 Describe what quality points to look for in fresh vegetables

K3 List what different fresh vegetables are available depending on season

K4 Describe what to do if there are problems with vegetables or other ingredients

K5 State the correct tools and equipment required to carry out different preparation methods

K6 Describe how to carry out relevant preparation methods correctly

K7 State the importance of using the correct tools, equipment and techniques

K8 Describe how to maintain the appearance and texture of vegetables during preparation

K9 Describe how to store prepared vegetables

K10 State healthy eating options when preparing vegetables.

Did you know?
Carrots weren't always orange. In the 1600s, Dutch farmers crossed purple and yellow varieties to produce a crop in their national colour.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

'Cabbage as a food has problems. It has a nasty history of being good for you.'
Jane Grigson, food writer

HINTS AND TIPS
FAST BAKE

To bake potatoes quickly, put them whole and unpeeled in boiling water for 10–15 minutes. Remove, then pierce the skin with a fork and bake in a preheated oven.

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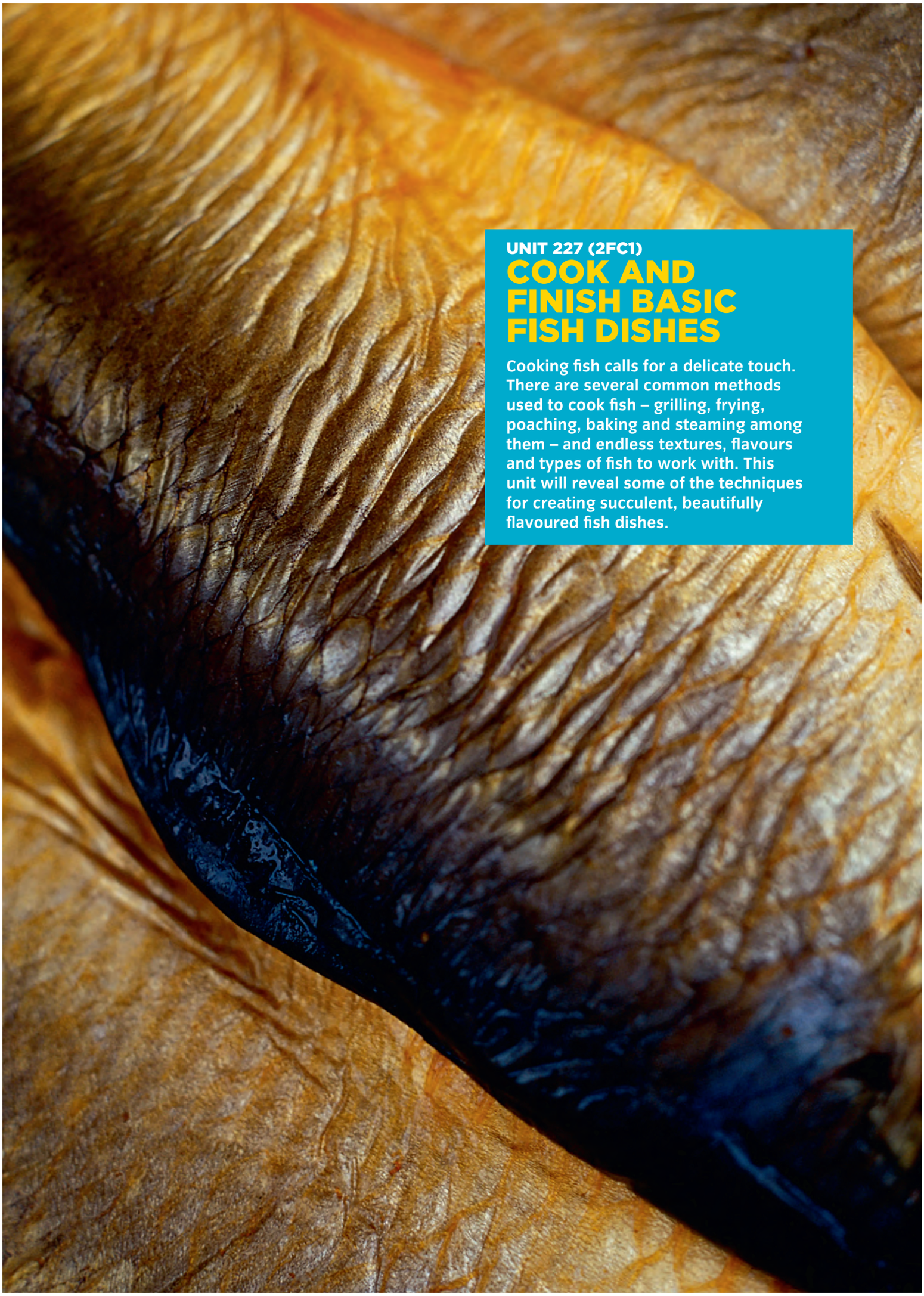


UNIT 227 (2FC1)

COOK AND FINISH BASIC FISH DISHES

Cooking fish calls for a delicate touch. There are several common methods used to cook fish – grilling, frying, poaching, baking and steaming among them – and endless textures, flavours and types of fish to work with. This unit will reveal some of the techniques for creating succulent, beautifully flavoured fish dishes.

UNIT 227 (LEVEL 2 UNIT, 4 CREDITS)

COOK AND FINISH BASIC FISH DISHES

This unit covers the many different methods for cooking fish, and the different types of fish you can expect to have to cook in your everyday work.

This unit has **four** learning outcomes:

1. Be able to cook basic fish dishes
2. Understand how to cook basic fish dishes
3. Be able to finish basic fish dishes
4. Understand how to finish basic fish dishes.

Salmon suprême
A tender steak of salmon makes a delicious and healthy meal served with a white wine and tarragon sauce on a bed of spinach.

Useful words

BAKING
Baking tends to dry out the fish so different ways are used to keep it moist, such as wrapping it in foil, baking it in a sauce or in pastry, and stuffing the inside of the fish so moisture steams through.

BOUILLABAISSE
A fish stew made of a variety of fish, flavoured with saffron and tomatoes. It's traditionally associated with the Provence region of France.

FISH PIE
Usually made with white fish, such as cod or haddock, and potatoes and cheese. Variations include using salmon or prawns and different sauces inside.

FISH CAKES
Often just mashed and seasoned fish fried in shallow fat until its crust crisps lightly. The British prefer their fish cakes with a mixture of fish and potato.

FRYING
Fish and shellfish are often coated in a batter or breadcrumbs before being deep-fried to give a crunchy outer texture. Whole fish or pieces of fish can also be shallow-fried in an open pan.

GRILLING
Most fish can be grilled, as can prawns. Fish, such as whole trout, can be grilled, in pieces or coated in breadcrumbs.

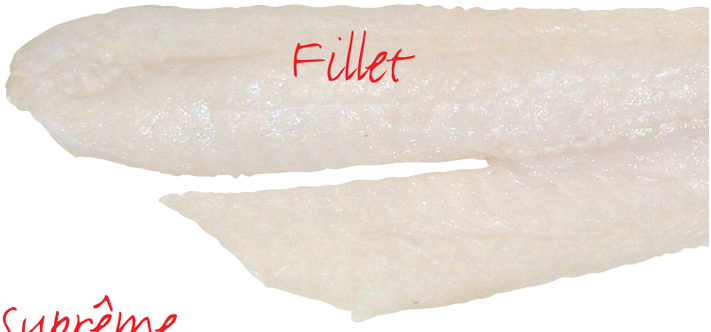
MEUNIÈRE
A method of cooking fish, traditionally used to prepare whole trout and fillets of sole. The fish is coated in seasoned flour, fried in oil and butter and served with some more brown butter with the addition of a squeeze of lemon juice and a few freshly chopped herbs.

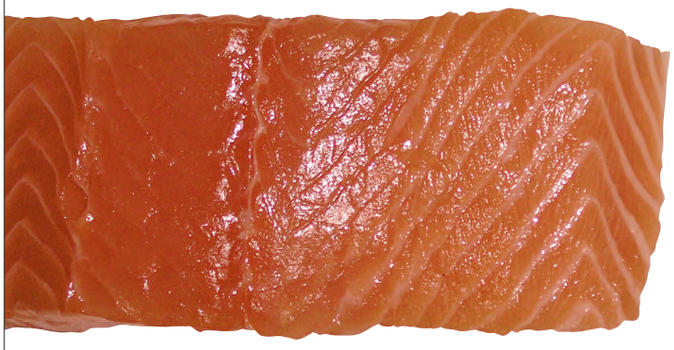
MORNAY
A milk-based white sauce with the addition of cheese.

POACHING
A popular way to cook fish by heating it in simmering liquid.

STEAMING
Most types of fish and shellfish are suitable for steaming. The process of steaming retains the maximum nutritional content.

KNOW YOUR... FISH CUTS





UNIT 227 (2FC1)

COOK AND FINISH BASIC FISH DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check fish meet dish requirements				
2 Choose and use the right tools and equipment correctly				
3 Combine fish with other ingredients				
4 Cook fish to meet dish requirements.				

HINTS AND TIPS
TASTE TEST

The simplicity of cooking fish makes this type of food a chef's dream – its versatility, simplicity and variations makes for some great experimental worldwide dishes. But to receive the best possible results, let the flavour speak for itself.

Did you know?
Puffer fish are considered a delicacy in Japan, but around 100 people die each year after eating them. They have a poison in some of their organs that must be removed by careful preparation.

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Fish All must be covered. At least **two** of these must be observed by your assessor.				
1 white fish – round				
2 white fish – flat				
3 oily				
4 pre-portioned fish				
Cooking by All must be covered. At least **three** of these must be observed by your assessor.				
1 frying				
deep				
shallow				
2 grilling				
3 poaching				
4 baking				
5 steaming				

UNIT 227 (2FC1)

COOK AND FINISH BASIC FISH DISHES

What you must do

(OUTCOME 3)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

Circled numbers **must** be observed	1	2	3	4
5 Garnish and present dish to meet requirements				
6 Make sure dish has the correct flavour, colour, consistency and quantity				
7 Make sure dish is at the correct temperature for holding and serving				
8 Safely store any cooked fish not for immediate use.				

EXPERT ADVICE
PRESERVING MOISTURE

Baking tends to dry out fish, but here are a few methods and tricks you can try to keep yours lovely and moist:

- Wrap the fish in foil.
- Put the fish in a greaseproof bag. This is known as 'en papillote'.
- Stuff the inside of the fish, so the moisture steams through during the baking process.
- Wrap pastry round the fish. This is known as 'en croute'.
- Bake the fish in a sauce.
- Use a mix of steam and dry heat in a combination oven.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to cook basic fish dishes you need to:

K1 Describe how to check fish meets dish requirements

K2 Describe what quality points to look for in fish

K3 Describe what to do if there are any problems with the fish or other ingredients

K4 State the correct tools and equipment to carry out different cooking methods

K5 State why it is important to use the correct tools and equipment

K6 Describe how to carry out different cooking methods according to dish requirements

K7 State why it is important to use the correct techniques for each type of fish

K8 State the correct temperature for cooking fish and why these are important to cook fish

K9 State healthy eating options when cooking fish.

(OUTCOME 4)

To understand how to finish basic fish dishes you need to:

K10 Describe how to carry out different finishing methods

K11 Describe how to correct a fish dish to make sure it has correct colour, consistency and flavour

K12 State the correct temperatures for holding and serving fish dishes

K13 State healthy eating options when finishing fish dishes.

'The best fish and chips to my mind is the kind that's cooked in beef dripping.'
Clarissa Dickson Wright, TV chef

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
If you order 'flake' in a fish and chip shop in Australia, you'll be getting shark.

UNIT 229 (2FC3)

COOK AND FINISH BASIC MEAT DISHES

For most people, meat remains one of the basic foods on which most of our meals are based. From succulent lamb roasts and spicy curries to marinated kebabs, home-style pies and gourmet sausages, there are countless delicious meat dishes to make the mouth water. All of them have one thing in common – the meat should be cooked to retain maximum flavour and a succulent texture.

UNIT 229 (LEVEL 2 UNIT, 5 CREDITS)

COOK AND FINISH BASIC MEAT DISHES

This unit covers the two basic types of meat – red and white – and the various methods of cooking them. You'll find out how to identify and check the type and cut of meat, and how to ensure that it is correct for a set dish.

This unit has **four** learning outcomes:

1. Be able to cook basic meat dishes
2. Understand how to cook basic meat dishes
3. Be able to finish basic meat dishes
4. Understand how to finish basic meat dishes.

Chilli-beef kebabs
Tender pieces of succulent beef, marinated in chilli and garlic and grilled on skewers.

Useful words

CHÂTEAUBRIAND
An expensive cut of beef, the châteaubriand is the head of the beef fillet. It is generally roasted for two people.

CUTLETS
Small pieces of pork, lamb or veal with a bone attached, usually cut from a rib.

FILET MIGNON
A cut from the tail end of the beef fillet, which can be cut into medallions and cooked as for sauté.

FILLET
The prime boneless cut from the centre of the whole beef fillet.

GRIDDLING
To char or sear meat on the hot bars of a griddle, which gives a striped pattern.

RED MEAT
Meat, such as beef and mutton, that has a dark red colour when raw.

RUMP
A tender cut of beef from the lower back of the animal, usually sold as steaks. It is slightly less tender than sirloin, but still only needs quick cooking. Rump steak can be fried or grilled and is also good for stir-fries.

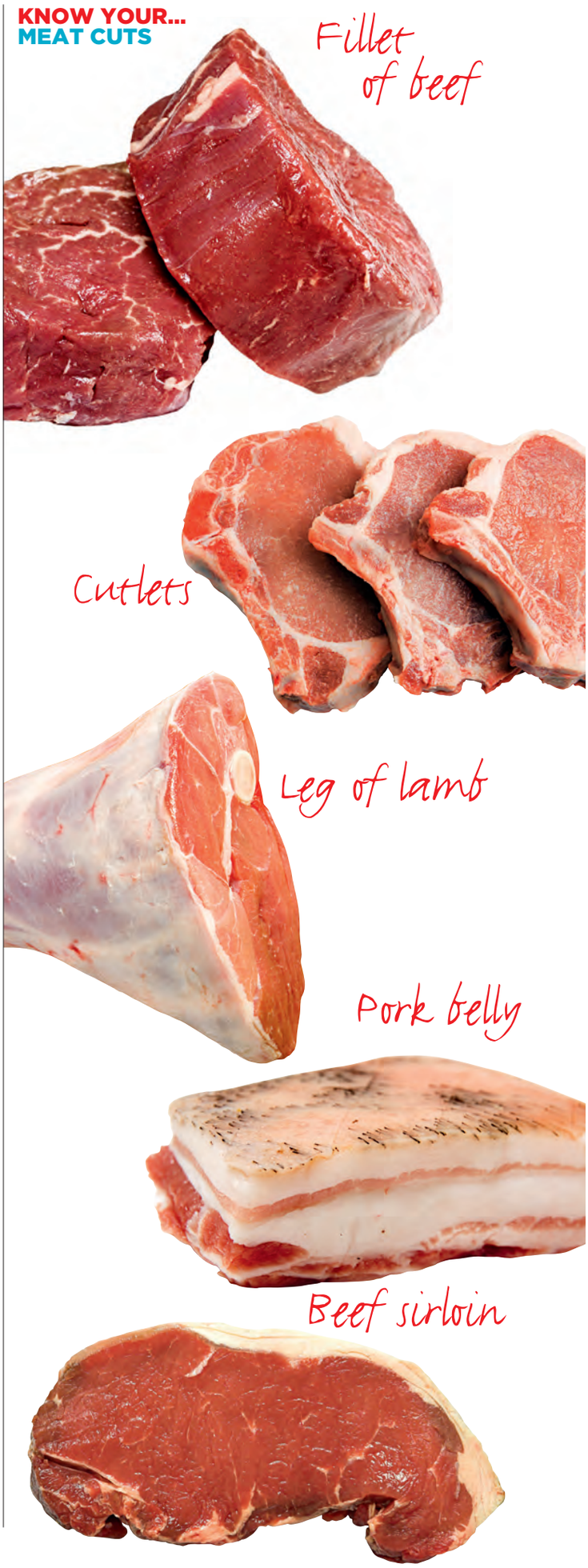
SIRLOIN
A prime cut of beef from the back, sold as roasting joints, either on or off the bone, and as sirloin steaks. Used for roasting, grilling and frying.

STEAK
A thick slice of high-quality meat. This often refers to beef that is fried or grilled.

TOURNEDOS
A cut from the lower middle of the tenderloin, which can be grilled or fried. It is approximately 180g in weight and usually served with other ingredients, such as croutons, foie gras and a rich sauce.

WHITE MEAT
Meat that has a pale, light colour when raw, including pork and veal.

KNOW YOUR... MEAT CUTS



UNIT 229 (2FC3)

COOK AND FINISH BASIC MEAT DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

HINTS AND TIPS
CARVING MEAT
Most meat should be cut across the grain. It will make it easier to eat.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check meat for type, cut, quantity and quality				
2 Choose and use tools and equipment correctly				
3 Combine meat with other ingredients				
4 Cook meat to meet the requirements of the dish.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Cooking by All must be covered. At least **five** of these must be observed by your assessor.				
1 grilling (over and under fire)				
2 griddling				
3 frying (shallow/stir)				
4 braising				
5 stewing				
6 roasting				
7 combining cooking methods				

Did you know?
Chilli con carne is the official dish of the US state of Texas.

UNIT 229 (2FC3)

COOK AND FINISH BASIC MEAT DISHES

What you must do

(OUTCOME 3)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

Circled numbers **must** be observed	1	2	3	4
5 Garnish and present the dish to meet requirements				
6 Make sure the dish is at the correct temperature for holding and serving				
7 Make sure the dish has the correct flavour, consistency and quantity				
8 Safely store any cooked meat not for immediate use.				

'Grilling, broiling, barbecuing – whatever you want to call it – is an art, not just a matter of building a pyre and throwing on a piece of meat as a sacrifice to the gods of the stomach.'
James Beard, US chef and writer

EXPERT ADVICE
COOKING MEAT

What are the different temperatures for cooking meat? Here's a guide:

- **Very rare (bleu):** The meat is soft and very red. The internal temperature is 37–38°C.
- **Rare (saignant):** The meat is soft but springy, and red in the centre. The internal temperature is 50–52°C.
- **Medium (à point):** The meat is firm, springy and pink in the centre. The internal temperature is 55–60°C.
- **Well-done (bien cuit):** The meat is firm and cooked throughout with clear juices. The internal temperature is 70–73°C.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to cook basic meat dishes you need to:

K1 Describe how to check meat is of the correct type, cut and quantity for the dish

K2 State what quality points to look for in prepared meat

K3 Describe what to do if there are any problems with meat or other ingredients

K4 State the benefits of sealing meat

K5 Describe different cuts of meat and the most effective methods of cooking them

K6 State the correct tools and equipment to carry out different cooking methods

K7 State why it is important to use the correct tools and equipment

K8 Describe how to use different cooking methods

K9 State the correct temperatures for cooking meat using different cooking methods

K10 State healthy eating options when cooking meat.

(OUTCOME 4)

To understand how to finish basic meat dishes you need to:

K11 Describe how to correct a meat dish to meet finishing requirements

K12 Describe how to carry out different finishing methods

K13 State the correct temperatures for holding and serving meat dishes

K14 State healthy eating options when finishing meat.

HINTS AND TIPS
MINCED MEAT

Check the fat content when buying minced meat. Lean mince is healthier, but, because it has less fat, it can be dry and tasteless. Too much fat in the mince will make the dish greasy – go for meat with around 8–12% fat.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

'Understand, when you eat meat, that something did die. You have an obligation to value it.'
Anthony Bourdain, chef and writer

Did you know?
The average Brit eats more than 900 full English breakfasts in a lifetime.

UNIT 230 (2FC4)

COOK AND FINISH BASIC POULTRY DISHES

Poultry is highly versatile – think Christmas goose, smoked guinea fowl, cock-a-leekie soup, coq au vin… Drumsticks, wings, legs and breasts in particular are ideal for barbecuing, as the fat keeps everything moist and the bones add flavour. Skinless, boneless breasts are good for grilling, or stir-frying in strips. Take the opportunity to experiment.

UNIT 230 (LEVEL 2 UNIT, 5 CREDITS)

COOK AND FINISH BASIC POULTRY DISHES

Poultry is a mainstay of many restaurant menus and remains a firm favourite with customers everywhere.

This unit deals with cooking and finishing basic poultry dishes, including those made using duck, chicken and turkey. It covers a range of cooking methods, such as grilling, roasting, poaching and frying.

This unit has **four** learning outcomes:

1. Be able to cook basic poultry dishes
2. Understand how to cook basic poultry dishes
3. Be able to finish basic poultry dishes
4. Understand how to finish basic poultry dishes.

Coq au vin
Chicken, garlic, some aromatic bacon, button mushrooms, a bottle of wine and long, slow cooking. This classic dish stands the test of time.

Useful words

CHASSEUR
A sauce named after the French word for hunter. It is usually a brown sauce of sliced mushrooms, shallots, tarragon and white wine, most often used with chicken.

CHICKEN KIEV
A classic dish made by stuffing a chicken fillet with butter that is seasoned with parsley and garlic, coating it in breadcrumbs, then frying or baking it.

CHICKEN KORMA
A much-loved creamy, yoghurt-based chicken curry often served with naan bread.

DEEP-FRY
To cook food by submerging it in hot oil. Chicken is often cooked by this method.

GARNISH
The finishing touches to a dish, often fresh herbs, cut vegetables or lemon.

ROAST
To cook food in an oven, basting it in its own juices. Roasting poultry slowly will keep the meat moist.

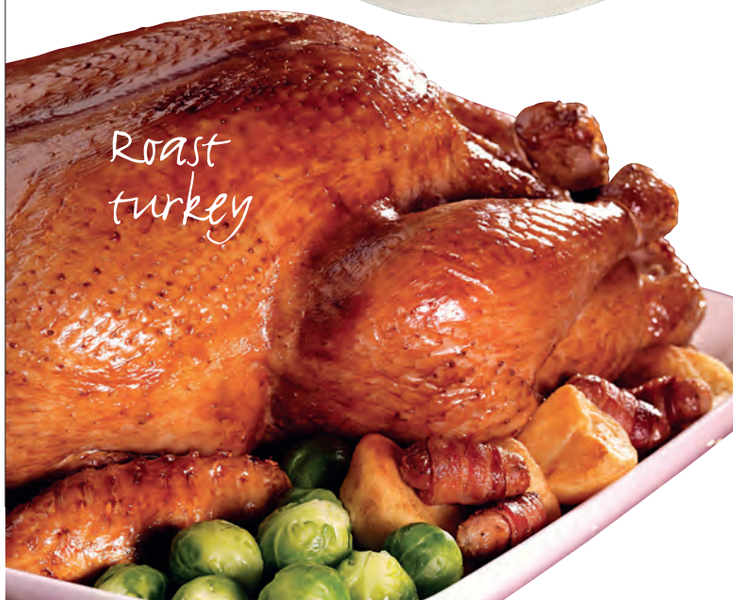
SAUTÉ
To cook quickly in a sauté or frying pan.

STEAM
To cook using the heat created from boiling water until it vaporises. Steaming is a healthy way to cook because it preserves the nutrients better than other cooking methods.

STEW
To cook food slowly in a liquid. Stewing makes it possible to create dishes from cheaper cuts of poultry, as the slow cooking tenderises the meat.

STIR-FRY
To cook food by frying it very quickly over a high heat in a small amount of oil. Poultry for stir-frying is usually cut into thin strips and will cook in just a few minutes.

KNOW YOUR... POULTRY DISHES



UNIT 230 (2FC4)

COOK AND FINISH BASIC POULTRY DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

HINTS AND TIPS
THRIFTY WAYS

To get full value from a bird, gently simmer it whole with vegetables and aromatics until cooked. Use the stock to make soup, or a velouté, which then forms the sauce for a pie. Use the chicken to fill the pie, or make sandwiches and salads.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check the poultry meets dish requirements				
2 Choose and use tools and equipment correctly				
3 Combine poultry with other ingredients				
4 Cook poultry to meet the requirements of the dish.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Poultry All must be covered. **Both** must be observed by your assessor.				
1 whole birds				
2 poultry portions				
Cooking All must be covered. At least **three** of these must be observed by your assessor. (You are only required to be observed on one from frying – deep, shallow, sautéing or stir.)				
1 grilling				
2 griddling				
3 roasting				
4 poaching				
5 frying				
deep				
shallow				
sautéing				
stir				
6 steaming				
7 braising				
8 combining cooking methods				

Did you know?
The Nottingham Goose Fair is said to have got its name from the hundreds of geese that used to be driven from Norfolk to be sold there each year.

UNIT 230 (2FC4)

COOK AND FINISH BASIC POULTRY DISHES

What you must do

(OUTCOME 3)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

Circled numbers **must** be observed	1	2	3	4
5 Garnish and present the dish to meet requirements				
6 Make sure the dish is at the correct temperature for holding and serving				
7 Make sure the dish has the correct colour, flavour, consistency and quantity				
8 Safely store any cooked poultry not for immediate use.				

'What is sauce for the goose may be sauce for the gander but is not necessarily sauce for the chicken, the duck, the turkey or the guinea hen.'
Alice B. Toklas, American writer

EXPERT ADVICE
ROASTING POULTRY

Roasting adds an appealing colour to a bird, making it look more attractive when served. When roasting poultry, put the bird, or jointed bird, into a hot oven until it's turned a golden brown, then reduce the temperature to let the bird roast slowly. This keeps the meat moist. Roasting times are:

- **Chicken:** 200–230°C for 20 minutes per 450g, plus 20 minutes.
- **Turkey:** 180°C for 15–20 minutes per 450g, plus 20 minutes.
- **Duck:** 180°C for 30 minutes per 450g.

HINTS AND TIPS
KEEP IT MOIST

When roasting a whole chicken, cook it upside down to make the breast meat extra juicy.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to cook basic poultry dishes you need to:

K1 Describe how to check poultry meets dish requirements

K2 State what quality points to look for in a range of poultry

K3 Describe what to do if there are any problems with poultry or other ingredients

K4 State the correct tools and equipment to carry out different cooking methods

K5 State why it is important to use the correct tools, knives and equipment

K6 Describe how to use different cooking methods

K7 State why it is important to use the correct cooking techniques

K8 State the correct temperatures for cooking different types of poultry

K9 State healthy eating options when cooking poultry.

(OUTCOME 4)

To understand how to finish basic poultry dishes you need to:

K10 Describe how to correct a poultry dish to meet finishing requirements

K11 Describe how to carry out different finishing methods

K12 State the correct temperatures for holding and serving poultry dishes

K13 State the correct temperatures for storing poultry dishes not for immediate use

K14 State healthy eating options when finishing poultry.

Did you know?
A US dish called 'turducken' consists of a turkey, stuffed with a duck, which is in turn stuffed with a chicken.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

'Turkey is a delicacy, so it should be presented in such a way.'
Todd English, US chef

Did you know?
Turkey contains the makings of a natural sedative, an amino acid called tryptophan.

UNIT 233 (2FC7)

COOK AND FINISH BASIC VEGETABLE DISHES

With the explosion of interest in healthy eating, organic produce and a general shift towards lighter, fresher meals, vegetable dishes are enjoyed by millions of vegetarians and non-vegetarians alike. There are countless ways to create interesting vegetable side dishes, many of which can be served as main courses.

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UNIT 233 (LEVEL 2 UNIT, 4 CREDITS)

COOK AND FINISH BASIC VEGETABLE DISHES

Vegetables can be cooked in a multitude of ways, but it's important that flavour, colour, texture and nutritional value are not destroyed during the cooking process.

This unit has **four** learning outcomes:

1. Be able to cook basic vegetable dishes
2. Understand how to cook basic vegetable dishes
3. Be able to finish basic vegetable dishes
4. Understand how to finish basic vegetable dishes.

Spanish omelette
Eggs, onion, green and red peppers make a simple and popular dish served hot.

Useful words

BULBS
The fleshy part of some plants that develops under the soil. Onions, leeks, chives, garlic and shallots are all bulb vegetables.

FLOWER HEADS
Broccoli and cauliflower are common flower head vegetables. As the name suggests, the flower head is the part that is eaten.

FUNGI
Spongy vegetables that feed from organic matter. Mushrooms are the most common edible varieties, but Quorn, truffles and yeast are also fungi.

LEAVES
Vegetables that have edible leafy parts, such as lettuce, spinach and kale.

ROOTS
Vegetables whose edible part is the root of the plant. Carrots, parsnips, swedes, turnips and beetroot are all root vegetables.

SEAWEED
A mineral-rich plant grown in the sea. Can be eaten fresh or dried.

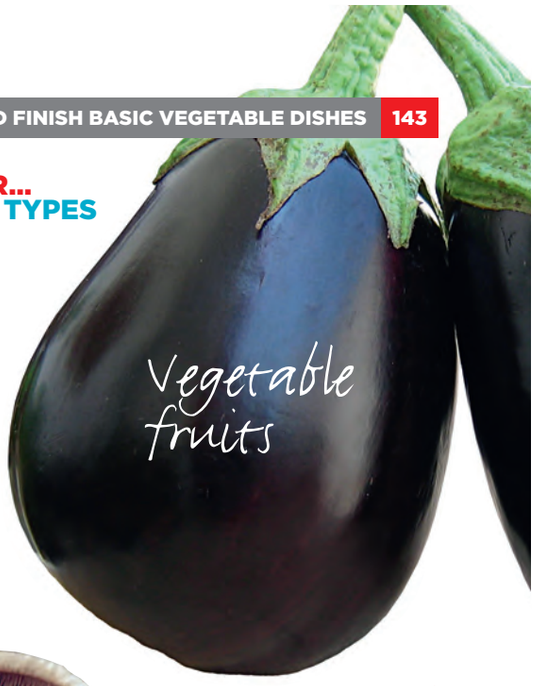
SEEDS AND PODS
The edible seeds or seedcases of a plant, including beans, peas and mangetout.

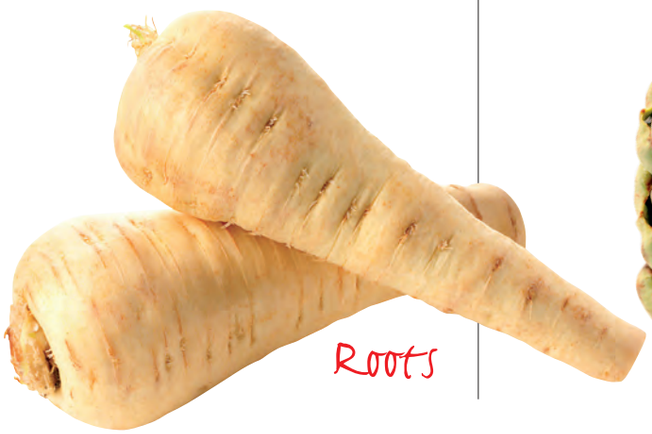
STEMS
This group of vegetables includes celery and asparagus.

TUBERS
Swellings on the roots of plants that grow under the soil. The most common tuber is the potato.

VEGETABLE FRUITS
These vegetables are the ripened fruit of the plants on which they grow, such as aubergines, courgettes, marrows and tomatoes.

KNOW YOUR... VEGETABLE TYPES





UNIT 233 (2FC7)

COOK AND FINISH BASIC VEGETABLE DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

HINTS AND TIPS
GIVE IT SOME ZING

A vegetable's own natural flavour will emerge when seasoned with just salt and pepper. But experiment with other seasonings, too. Carrot is deepened with thyme and courgette is brightened by lemon.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check vegetables meet dish requirements	●	●	●	●
2 Choose and use tools and equipment correctly	●	●	●	●
3 Combine vegetables with other ingredients	●	●	●	●
4 Cook vegetables to meet dish requirements.	●	●	●	●

Did you know?
The world's largest marrow was grown by Ken Dade in Norfolk. It weighed 65kg (143lb) and took two men to carry it.

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Vegetables All must be covered. At least **eight** of these must be observed by your assessor.				
1 roots	●	●	●	●
2 tubers	●	●	●	●
3 bulbs	●	●	●	●
4 flower heads	●	●	●	●
5 fungi	●	●	●	●
6 seeds and pods	●	●	●	●
7 leaves	●	●	●	●
8 stems	●	●	●	●
9 vegetable fruits	●	●	●	●
Cooking by All must be covered. At least **six** of these must be observed by your assessor. (You are only required to be observed on one from frying – deep, shallow or stir.)				
1 blanching	●	●	●	●
2 boiling	●	●	●	●
3 roasting	●	●	●	●
4 baking	●	●	●	●
5 grilling	●	●	●	●
6 braising	●	●	●	●
7 frying	●	●	●	●
deep	●	●	●	●
shallow	●	●	●	●
stir	●	●	●	●
8 steaming	●	●	●	●
9 stewing	●	●	●	●
10 combining cooking methods	●	●	●	●

UNIT 233 (2FC7)

COOK AND FINISH BASIC VEGETABLE DISHES

What you must do

(OUTCOME 3)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

Circled numbers **must** be observed	1	2	3	4
5 Finish the dish to meet requirements				
6 Make sure the dish is at the correct temperature for holding and serving				
7 Make sure the dish has the correct colour, flavour, consistency and quantity				
8 Safely store any cooked vegetables not for immediate use.				

HINTS AND TIPS FOR A SUCCESSFUL STIR FRY

It may sound obvious, but when you're preparing vegetables for a stir fry try and chop everything to roughly the same size – bite-sized pieces work best.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to cook basic vegetable dishes you need to:

K1 Describe how to check vegetables meet dish requirements

K2 State what quality points to look for in a range of vegetables

K3 Describe what to do if there are any problems with vegetables or other ingredients

K4 State the correct tools and equipment to carry out different cooking methods

K5 Describe how to carry out different cooking methods for vegetables

K6 State the correct temperatures for cooking different types of vegetables

K7 State the differences between cooking green vegetables and root vegetables

K8 Describe how to maintain the nutritional value of vegetables during cooking

K9 State the main reasons for blanching vegetables

K10 State which vegetables are suitable for high and low pressure steaming

K11 State healthy eating options when cooking vegetables.

(OUTCOME 4)

To understand how to finish basic vegetable dishes you need to:

K12 Describe how to finish basic vegetable dishes

K13 State the correct temperatures for holding and serving vegetable dishes

K14 State healthy eating options when finishing vegetable dishes.

EXPERT ADVICE
PRECISION WORK

Precise cutting can add quality to the dish. Not only do similar-sized pieces look more appealing, they will all take the same time to cook. Here are some tips for cutting vegetables:

- Choose the right knife for chopping and make sure it is sharp enough.
- The chopping board you use should be stable and flat.
- Practise the six traditional French cuts until you've mastered them.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
About 80 varieties of potato are grown commercially in the UK.

UNIT 236 (2FPC1)

PREPARE, COOK AND FINISH BASIC HOT SAUCES

A tasty sauce can transform a dish from something ordinary to pure pleasure, yet making one can be as simple as adding a splash of wine or vinegar to a pan after frying meat. Once you've mastered the basics, you can begin to perfect the art of sauce-making – achieving just the right flavour and consistency every time.

UNIT 236 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE, COOK AND FINISH BASIC HOT SAUCES

Many dishes are not considered finished until they are accompanied by a sauce. Creating a good-quality sauce is therefore essential – a bad one can ruin a meal.

This unit has **six** learning outcomes:

1. Be able to prepare basic hot sauces
2. Understand how to prepare basic hot sauces
3. Be able to cook basic hot sauces
4. Understand how to cook basic hot sauces
5. Be able to finish basic hot sauces
6. Understand how to finish basic hot sauces.

Steak with pepper sauce
Grilled steak goes particularly well with a peppery sauce that has a splash of cream added.

KNOW YOUR... SAUCE UTENSILS

Useful words

BÉCHAMEL
A white roux-based sauce flavoured by infusing milk with a 'studded onion' (onion, bay leaf and clove).

BUERRE MANIÉ
A paste made with plain flour and butter added in small amounts to boiling liquids as a thickener for sauces and stews.

DEMI-GLAZE OR DEMI-GLACE
A rich brown sauce made from a reduction of clear stock and sauce espagnole – stock thickened with a roux and tomato purée.

DRESSINGS
Sauces mainly used for salads, commonly consisting of oil and vinegar with herbs or other flavourings.

HOLLANDAISE
A sauce made with egg yolks, vinegar and melted butter. It is usually served with fish.

MAYONNAISE
A very popular cold, oil-based white sauce made with egg, oil and vinegar. Often used with salads, in sandwiches and eaten with chips.

MORNAY
A béchamel sauce with the addition of cheese, often used with vegetable and fish dishes.

ROUX
An equal mixture of fat and flour cooked slowly into a paste. This is used as a base to thicken sauces, soups and stews. There are three types of roux, white, blond and brown, which are used to create different sauces.

VINAIGRETTE
A basic mixture of oil, vinegar and seasoning such as garlic and mustard, often used on salads.

UNIT 236 (2FPC1)

PREPARE, COOK AND FINISH BASIC HOT SAUCES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

Did you know?
Worcestershire sauce is said to have been brought to the UK from India by Lord Marcus Sandys, ex-Governor of Bengal, who asked two chemists, John Lea and William Perrins, to recreate it.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check ingredients to make sure that they meet dish requirements				
2 Choose and use the correct tools and equipment				
3 Prepare the sauce to meet requirements.				

What you must cover

(OUTCOMES 1, 3, 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Preparation, cooking and finishing methods All must be covered. At least **six** of these must be observed by your assessor.				
1 weighing/measuring				
2 chopping				
3 simmering				
4 boiling				
5 make roux				
6 passing/straining/blending				
7 skimming				
8 whisking				
9 adding cream				
10 adding thickening agents				
11 purée				
12 reducing				
Basic hot sauces All must be covered. At least **three** of these must be observed by your assessor.				
1 white sauce (béchamel)				
2 brown sauce (espagnole)				
3 velouté				
4 gravy sauce (eg jus lie, jus roti)				
5 spiced based sauce (eg curry gravy)				
6 purée				

UNIT 236 (2FPC1)

PREPARE, COOK AND FINISH BASIC HOT SAUCES

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
4 Make sure the sauce has the correct flavour, colour, texture, consistency and finish				
5 Cook sauce to meet requirements.				

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
6 Finish the sauce to meet requirements				
7 Present the sauce to meet requirements				
8 Make sure the sauce is at the correct temperature for holding and serving				
9 Safely store any cooked sauce not for immediate use.				

EXPERT ADVICE
FINISHING TOUCHES

Once you've made a basic sauce, there are a range of different finishing methods that you can use to enhance its flavour, texture and appearance. Here are a few of them:

- Adding a few pieces of butter will create a richer sauce – this is known as 'monter au beurre'.
- Folding some whipped double cream into a warm sauce creates a rich glaze for fish dishes.
- A gravy made from meat juices can be enhanced by adding red or white wine.
- Other flavourings, such as mustard or julienne gherkins, can be added to create sauces for particular dishes.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare basic hot sauces you need to:

K1 Describe the safe and correct use of alcohol in sauces and state why it's used

K2 Describe how to check ingredients meet dish requirements

K3 State what quality points to look for in sauce ingredients

K4 Describe what to do if there are problems with the ingredients

K5 State the correct techniques, tools and equipment required to carry out different preparation methods.

(OUTCOME 4)

To understand how to cook basic hot sauces you need to:

K6 Describe how to carry out different cooking methods

K7 State the importance of using the correct tools, equipment and techniques

K8 State the correct temperatures for cooking sauces

K9 Describe how to identify when sauces have the correct flavour, colour, texture, consistency and finish

K10 State healthy eating options when making hot sauces.

(OUTCOME 6)

To understand how to finish basic hot sauces you need to:

K11 State the correct temperatures for holding and storing sauces

K12 Describe how to carry out different finishing methods

K13 Describe how to present cooked sauces.

'It's a family method of cooking. I created this thing, this sauce, which is now a monster.'
Levi Roots, creator of Reggae Reggae Sauce

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

HINTS AND TIPS
CLEVER TIMING

Sauces that contain butter and eggs are a little trickier than others, because they can sometimes separate and curdle. It is best to prepare these sauces just before serving the food, so that they can be made and then served immediately.

UNIT 237 (2FPC2)

PREPARE, COOK AND FINISH BASIC SOUPS

All too often ignored in the starter section of restaurant menus, soups are both nourishing and tasty. These days, more and more people are eating soup as a meal in itself, so this versatile food deserves just as much attention as a complicated main course. There are numerous variations, from stock- or broth-based soups to creamy chowders, noodle soups and even cold soups.

UNIT 237 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE, COOK AND FINISH BASIC SOUPS

Soups may seem straightforward, but there are many different varieties and each has its own particular preparation and cooking methods.

This unit has **six** learning outcomes:

1. Be able to prepare basic soups
2. Understand how to prepare basic soups
3. Be able to cook basic soups
4. Understand how to cook basic soups
5. Be able to finish basic soups
6. Understand how to finish basic soups.

Minestrone
Wholesome, thick Italian soup with vegetables, beans and pasta. Made the proper Italian way, there should be just enough stock to float the other ingredients.

Useful words

BISQUE
A rich, creamy shellfish soup, usually made with lobster or crab, wine, brandy, spices and cream.

BROTH
An unthickened soup made by simmering meat, poultry, fish or vegetables in water or stock.

CHOWDER
A soup of which there are many variations that can be milk-based, enriched with salt pork or shellfish, often served as a main course.

COCK-A-LEEKIE
A soup originating from Scotland made with chicken, leeks and potatoes.

CONSOMMÉ
A clear, intensely flavoured soup that is made like a stock with meat and vegetables, simmered then skimmed and strained.

GAZPACHO
A cold Spanish soup made with tomatoes, onion, cucumber and peppers, and flavoured with garlic and olive oil.

MISO
A Japanese soup made from a fermented paste of soya beans and rice, barley or rye. Miso can also be used as an ingredient for dressings and sauces.

MULLIGATAWNY
A classic Anglo-Indian soup, usually made from chicken and rice, and flavoured with spices. The name means 'pepper water' in Tamil.

PURÉE
A soup where the main ingredient gives a name to the end product and is the thickening agent, for example, pea and ham.

KNOW YOUR... GARNISHES AND ACCOMPANIMENTS

UNIT 237 (2FPC2)

PREPARE, COOK AND FINISH BASIC SOUPS

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check ingredients meet dish requirements				
2 Choose and use the correct tools and equipment				
3 Prepare the soup to meet requirements.				

Did you know?
Andy Warhol's Campbell's soup paintings turned the product into a modern icon. His 32 canvases each feature a painting of a can – one of each of the company's soup varieties.

'To feel safe and warm on a cold, wet night, all you really need is soup.'
Laurie Colwin, US food writer

What you must cover

(OUTCOMES 1, 3, 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Preparation, cooking and finishing methods All must be covered. At least **seven** of these must be observed by your assessor.				
1 weighing/measuring				
2 chopping				
3 simmering				
4 boiling				
5 passing/straining				
6 blending/liquidising				
7 sweating vegetable ingredients				
8 skimming				
9 adding cream				
10 garnishing				
Soups All must be covered. At least **three** of these must be observed by your assessor.				
1 broth				
2 cream				
3 purée				
4 clear				

UNIT 237 (2FPC2)

PREPARE, COOK AND FINISH BASIC SOUPS

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
4 Cook the soup to meet requirements				
5 Make sure the soup has the correct flavour, colour, consistency and quantity.				

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
6 Finish the soup to meet requirements				
7 Present the soup to meet requirements				
8 Make sure the dish is at the correct temperature for holding and serving				
9 Safely store any cooked soup not for immediate use.				

'Of all the items on the menu, soup is that which exacts the most delicate perfection and the strictest attention.'
Auguste Escoffier, French chef, restaurateur and culinary writer

HINTS AND TIPS
WINE AND DINE
Wine can be a great way to add flavour to soups and stews. White wine goes well in chicken soups, while red adds depth to tomato, onion or beef-based soups.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare basic soups you need to:

K1 Describe how to check that the ingredients meet dish requirements

K2 State what quality points to look for in soup ingredients

K3 Describe what to do if there are any problems with the ingredients

K4 State the correct tools and equipment required to carry out different preparation methods

K5 Describe how to carry out different preparation methods according to dish requirements.

(OUTCOME 4)

To understand how to cook basic soups you need to:

K6 Describe how cooking methods should be followed to meet dish requirements

K7 State the importance of using the correct tools, equipment and techniques

K8 State the correct temperature for cooking soups

K9 Describe how to identify when soups have the correct colour, flavour, consistency and quantity

K10 State healthy eating options when making soups.

(OUTCOME 6)

To understand how to finish basic soups you need to:

K11 Describe how to finish and present cooked soups

K12 Describe how to carry out different finishing methods

K13 State the correct temperatures for holding and storing soups.

EXPERT ADVICE
MAKING GREAT SOUP

Gary Pritchard, Head of Catering at Butlins in Bognor Regis, has this advice for creating unbeatable soups:

- This is one of the first dishes you are taught to produce and it's probably the most important element of any menu.
- Whether you are making a simple, delicate soup or a robust broth, the ingredients must be of a high quality. Soup is not an excuse to just throw every possible leftover into a pot and expect a great end product.
- Ensure you use a well-flavoured stock, season your soup in stages and give it some body by adding pulses or grains.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
Ancient Egyptians used chicken soup to treat the common cold. Scientists have recently found that it could have an anti-inflammatory effect that could ease the symptoms of many illnesses.

'Soup can do more to lift the spirits and stimulate the appetite than any other one dish.'
Louis P DeGouy, 'The Soup Book'

UNIT 238 (2FPC3)

MAKE BASIC STOCK

A fresh, rich stock will add depth and flavour to your recipe. While a good stock takes simmering time, it really does not require a lot of your work time. Stocks come in various forms, with vegetable, chicken, meat (beef or veal) and fish the most common varieties. Most soups begin with a stock of some kind, and many sauces are based on a stock reduction.

UNIT 238 (LEVEL 2 UNIT, 3 CREDITS)

MAKE BASIC STOCK

Stocks are the starting point for many dishes, so being able to make a good-quality stock is vital.

This unit will help you to understand the importance of stock-making, as well as how to prepare different kinds of stock, including vegetable, chicken, fish, game and beef.

This unit has **two** learning outcomes:

1. Be able to make basic stocks
2. Know how to make basic stocks.

Did you know?
Dashi is a Japanese stock made from water, dried bonito tuna shavings and kombu seaweed.

Useful words

BROWN STOCK
A stock made by first roasting the bones and sautéing the vegetables before simmering them. It has a light brown colour and is used for brown sauces and stews.

DEGLAZING
To add wine, stock or liquid to a hot pan or roasting tin just used. The idea is to loosen bits of meat stuck to the pan. The liquid can be used to stew or braise.

GLAZE
Known as glacé in French, this is a concentrated stock made by reducing a stock until it has a thicker consistency. Glazes are used to enrich sauces and other dishes.

REDUCING
To rapidly boil a stock until it decreases in volume, which thickens and concentrates the flavour.

SKIMMING
To take off the froth, scum or fat from the surface of stock. This is normally done with a ladle or spoon.

STOCK
A broth made from simmering meat or fish with herbs in water or wine. Stock is used as a base for sauces and soups.

STRAINING
To separate liquid from solid food by pouring through a strainer or fine sieve.

WHITE STOCK
A stock that is made without roasting the bones. White stock has no colour and is used for soups, white stews and light-coloured sauces.

KNOW YOUR... COMMON STOCK INGREDIENTS

UNIT 238 (2FPC3)

MAKE BASIC STOCK

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

'There's a place for the stock cube in every kitchen, but I prefer my own stock.'
Clarissa Dickson Wright, TV chef

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check ingredients meet requirements				
2 Choose and use the correct tools and equipment				
3 Prepare and cook stock to meet requirements				
4 Make sure stock has correct flavour, colour and quantity				
5 Present stock to meet requirements				
6 Make sure stock is at the correct temperature for holding				
7 Safely store any cooked stock not for immediate use.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Preparation and cooking methods All must be covered. At least **five** of these must be observed by your assessor.				
1 weighing and measuring				
2 browning/roasting				
3 simmering				
4 boiling				
5 skimming				
6 straining				
Stock All must be covered. At least **three** of these must be observed by your assessor.				
1 vegetable				
2 chicken				
3 fish				
4 game				
5 beef				

HINTS AND TIPS
BONE UP ON TASTE
When roasting bones for stock, they should be a rich brown colour, but make sure they don't burn, as this will give the stock a bitter flavour.

UNIT 238 (2FPC3)

MAKE BASIC STOCK

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to make basic stock you need to:

K1 Describe how to check the ingredients meet requirements

K2 State what quality points to look for in stock ingredients

K3 State what to do if there are any problems with the ingredients

K4 State the correct techniques, tools and equipment to carry out different preparation methods

K5 State the correct techniques, tools and equipment to carry out different cooking methods

K6 Describe how to carry out different preparation methods

K7 Describe how to carry out different cooking methods

K8 State the importance of using the correct tools, equipment and techniques

'I fell in love at 14; cooking was my first love and once you fall in love, you're in love for ever.'
Michel Roux, chef

Cream of tomato soup
A white stock, double cream, tomatoes and olive oil or butter combine to produce this tangy, thick, flavoursome soup.

K9 State the correct temperature for cooking stocks

K10 State how to identify when stocks have the correct colour, flavour and quantity

K11 State the correct temperatures for holding and storing stocks

K12 Describe healthy eating options when making stocks.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
Stock-cube makers Oxo sponsored the 1908 London Olympic Games and pubs served the athletes its beef stock drinks for free.

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UNIT 239 (2FPC4)

PREPARE, COOK AND FINISH BASIC RICE DISHES

Rice has to be one of the most versatile ingredients in the kitchen. It can be used as a snack food, side dish, main meal or pudding. Think paella, risotto, stir-fries, curries, sushi or rice pudding. Cooking rice is one of the basic kitchen tasks, yet many accomplished cooks still find it tricky. Making a perfect pot of fluffy, tender rice with each grain separate is not impossible, though – if you know a few secrets.

UNIT 239 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE, COOK AND FINISH BASIC RICE DISHES

Cooking rice well is an invaluable skill for any professional chef. There are many varieties, each of which has its own specific uses. Among the cooking methods covered are boiling, frying, steaming and baking.

This unit has **six** learning outcomes:

1. Be able to prepare basic rice dishes
2. Understand how to prepare basic rice dishes
3. Be able to cook basic rice dishes
4. Understand how to cook basic rice dishes
5. Be able to finish basic rice dishes
6. Understand how to finish basic rice dishes.

Paella
A traditional Spanish dish with saffron-flavoured rice, meat and seafood.

Useful words

ARBORIO
One of the classic risotto rices. It is an Italian round pearl rice and can soak up a lot of cooking liquid, but still keep a good bite when fully cooked.

BASMATI RICE
A long-grain Indian rice, considered one of the best-quality white rices. It has a unique aroma and should stay separate, for a light, fluffy finish.

BROWN RICE
Rice that has not had the brown-coloured bran covering removed. Because brown rice is a whole grain, it has more fibre than white rice.

CARNAROLI
A medium-grained Italian rice. It is thought to absorb more liquid than any other type while keeping its structure.

CAROLINA
A long-grain, fluffy rice, originally planted in North Carolina, but now grown in several American states.

JAPONICA RICE
Japanese-style rice used for sushi, but also served plain as a finish to a typical meal. It's a short-grain rice, a bit sticky when cooked.

NASI GORENG
An Indonesian fried-rice dish made with pre-cooked rice. It is often served with fried egg.

PAELLA
A Spanish rice dish with a variety of meat and shellfish. It's named after the special two-handled pan called paella in which it's prepared and served.

PILAF
A rice-based dish (also called pilau) made by first browning the rice in butter or oil before cooking it in stock.

RISOTTO
A creamy Italian rice speciality made with arborio rice by stirring hot stock into a mixture of rice and onions that has been sautéed in butter.

VIALONE NANO
A smaller-grained Italian rice used for soups, and risi e bisi (rice and peas).

KNOW YOUR... RICE

UNIT 239 (2FPC4)

PREPARE, COOK AND FINISH BASIC RICE DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

'A measuring jug is vital when cooking rice, as this is always measured by volume rather than by weight.'
Delia Smith

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check rice and other ingredients meet dish requirements				
2 Choose and use the correct tools and equipment				
3 Prepare the rice and other ingredients to meet dish requirements				
4 Strain and mould the rice as required.				

What you must cover

(OUTCOMES 1, 3, 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Rice All must be covered. At least **three** of these must be observed by your assessor.				
1 long				
2 short				
3 round				
4 brown				
Preparation and cooking methods All must be covered. At least **five** of these must be observed by your assessor.				
1 soaking and washing				
2 boiling				
3 frying				
4 braising				
5 steaming				
6 stewing				
7 baking				
8 microwaving				

Did you know?
Rice is the staple food for nearly half the world.

UNIT 239 (2FPC4)

PREPARE, COOK AND FINISH BASIC RICE DISHES

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
5 Cook rice and other ingredients to meet requirements				
6 Make sure the rice dish has the correct flavour, colour, texture and quantity.				

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
7 Present the rice dish to meet requirements				
8 Make sure the rice dish is at the correct temperature for holding and serving				
9 Safely store any cooked rice dishes not for immediate use.				

HINTS AND TIPS
OPTIMUM CONSISTENCY

It seems simple enough, but few chefs can agree about the best way to cook rice. The three basic techniques are boiling, the absorption method and steaming, which are popular ways

'Luck is like having a rice dumpling fly into your mouth.'
Old Japanese proverb

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare basic rice dishes you need to:

K1 Describe how to make sure that the rice and other ingredients meet dish requirements

K2 State what quality points to look for in different types of rice

K3 Describe what to do if there any problems with rice or other ingredients

K4 State the correct tools and equipment required to carry out different preparation methods.

(OUTCOME 4)

To understand how to cook basic rice dishes you need to:

K5 State the correct tools and equipment required to carry out different cooking methods

K6 Describe how to carry out different cooking methods

K7 State the importance of using the correct tools, equipment and techniques

K8 Describe how to identify when rice dishes have the correct colour, flavour, texture and quantity

K9 State healthy eating options when making rice dishes.

(OUTCOME 6)

To understand how to finish basic rice dishes you need to:

K10 State the correct temperatures for holding and serving rice dishes

K11 Describe how to store cooked rice dishes.

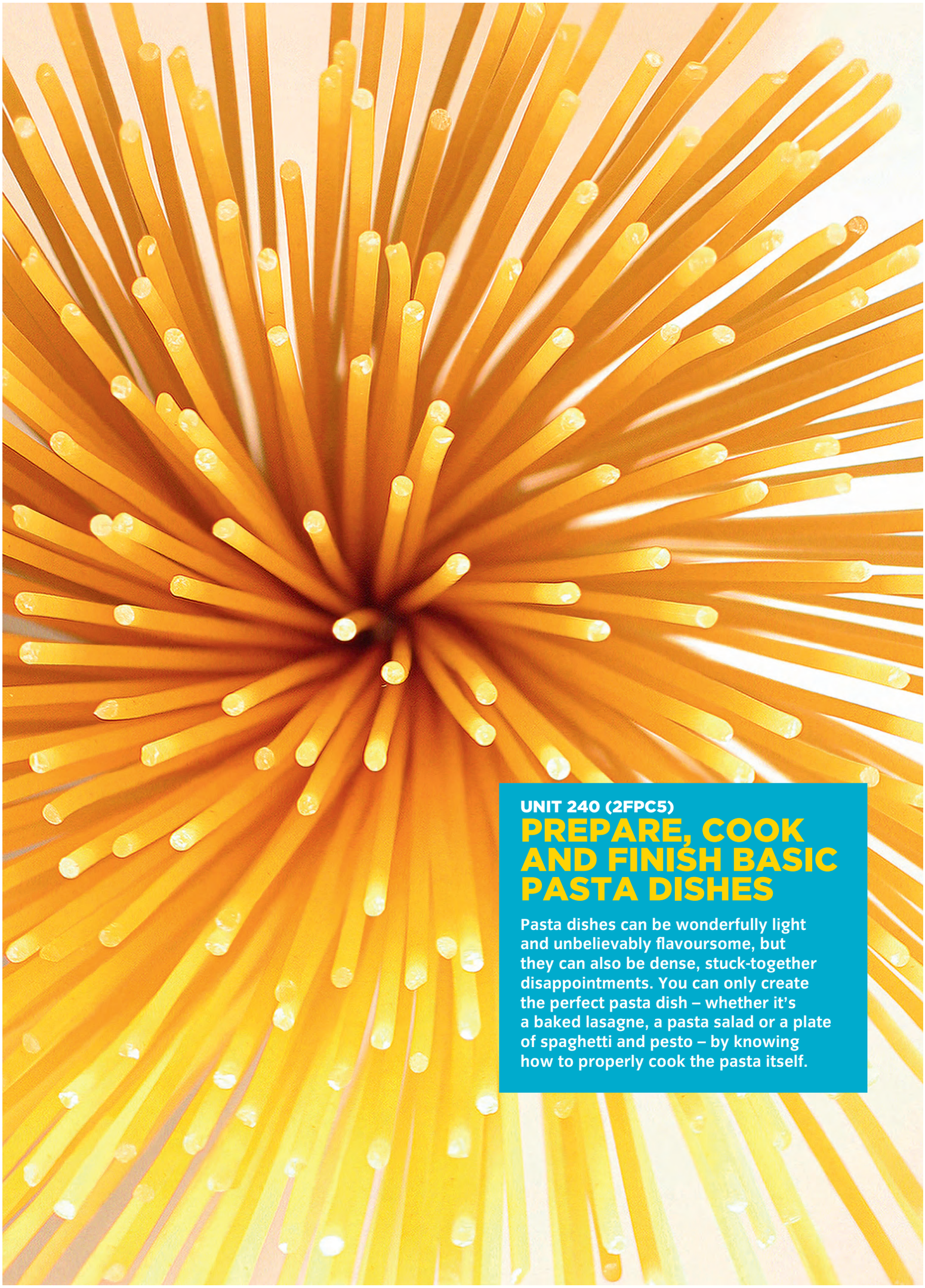
Did you know? The Chinese word for rice is the same as the word for food.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

'Rice is the best, the most nutritious and unquestionably the most widespread staple in the world.'
Auguste Escoffier, legendary French chef and writer

HINTS AND TIPS
SOFTEN UP
Whatever type of rice you're using, rinsing removes any starch and excess residue that can cause the rice to turn out sticky or 'gummy'. Rinsing two or three times before cooking can improve the flavour.



UNIT 240 (2FPC5)

PREPARE, COOK AND FINISH BASIC PASTA DISHES

Pasta dishes can be wonderfully light and unbelievably flavoursome, but they can also be dense, stuck-together disappointments. You can only create the perfect pasta dish – whether it's a baked lasagne, a pasta salad or a plate of spaghetti and pesto – by knowing how to properly cook the pasta itself.

UNIT 240 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE, COOK AND FINISH BASIC PASTA DISHES

There is a multitude of pasta varieties, and even more dishes you can make with them. For most of them, the success of the finished dish depends on how expertly the pasta itself is cooked.

This unit has **six** learning outcomes:

1. Be able to prepare basic pasta dishes
2. Understand how to prepare basic pasta dishes
3. Be able to cook basic pasta dishes
4. Understand how to cook basic pasta dishes
5. Be able to finish basic pasta dishes
6. Understand how to finish basic pasta dishes.

Tagliatelle with spinach and ricotta
These textures, flavours and aromas all work so well together. A few basil leaves and walnuts give this dish a delicious freshness.

Useful words

BOLOGNESE
A traditional minced meat and tomato sauce with onion, garlic and herbs, usually served with spaghetti.

CANNELLONI
A baked pasta dish made with pasta tubes that are filled with other ingredients, such as cheese and spinach, then covered with a sauce and baked.

CARBONARA
A pasta sauce made with cream, eggs, Parmesan cheese and pieces of bacon or pancetta.

LASAGNE
Envelope-sized rectangular sheets of pasta. The baked dish that they're used in is also called lasagne.

MACARONI
Semolina-and-water pasta made without eggs. Most macaroni is tube-shaped. Used to create the classic dish macaroni cheese.

NAPOLETANA OR NEAPOLITAN
A thick, tomato-based sauce made with ham, onions, mushroom, garlic and herbs such as oregano or thyme.

PASTA VERDE
A type of pasta made with spinach to give it a green colour.

PESTO
A green, strongly flavoured sauce often served with pasta and made with olive oil, crushed pine nuts, basil and Parmesan cheese.

RAVIOLI
Small, stamp-sized pasta cases stuffed with meat, cheese or vegetables, then cooked in boiling water and served with sauce and cheese.

SPAGHETTI
A string-shaped pasta made from semolina and water and, sometimes, eggs.

TAGLIATELLE
Long, thin ribbons of pasta sold either in curled nests or straight, like spaghetti. Tagliatelle can be plain or green, flavoured with spinach.

KNOW YOUR... PASTA SHAPES

UNIT 240 (2FPC5)

PREPARE, COOK AND FINISH BASIC PASTA DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check the pasta and other ingredients meet dish requirements				
2 Choose and use the correct tools and equipment				
3 Prepare the pasta and other ingredients to meet dish requirements.				

'Life is a combination of magic and pasta.'
Federico Fellini,
Italian film director

HINTS AND TIPS
PASTA LIGHT

In dishes that call for meat, reduce the amount of meat and increase some of the other ingredients that contain less fat, such as vegetables, to create a healthier option.

What you must cover

(OUTCOMES 1, 3, 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Pasta All must be covered. At least **three** of these must be observed by your assessor.				
1 stuffed pasta				
2 shaped pasta				
3 lasagne				
4 dried pasta				
5 fresh pasta				
Preparation and cooking methods All must be covered. At least **four** of these must be observed by your assessor.				
1 blanching				
2 straining				
3 mixing				
4 boiling				
5 baking				
6 combining cooking methods				

UNIT 240 (2FPC5)

PREPARE, COOK AND FINISH BASIC PASTA DISHES

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
4 Cook the pasta and other ingredients to meet dish requirements				
5 Make sure the pasta dish has the correct flavour, colour, texture and quantity				

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
6 Present and garnish the pasta dish to meet requirements				
7 Make sure the pasta dish is at the correct temperature for holding and serving				
8 Safely store any cooked pasta dishes not for immediate use				

EXPERT ADVICE
ANTONIO CARLUCCIO

Antonio Carluccio is one of Britain's most respected chefs and food writers. His Italian heritage makes him an expert on the art of cooking pasta. Here's what he recommends:

- When cooking pasta, use plenty of boiling water – two pints to every four ounces of pasta. It has to swim.
- When the pasta is almost ready, take the pan off the heat and pour in a glass of cold water to stop the cooking process, then drain and serve.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare basic pasta dishes you need to:

K1 State why it is important to know the ingredients in the pasta dish

K2 Describe how to check the pasta and other ingredients meet dish requirements

K3 State what quality points to look for in the dish

K4 Describe what to do if there are any problems with the pasta or other ingredients

K5 State the correct tools and equipment required to carry out different preparation methods

K6 Describe how to carry out different preparation methods.

(OUTCOME 4)

To understand how to cook basic pasta dishes you need to:

K7 State the importance of using the correct tools, equipment and techniques

K8 Describe how to carry out different cooking methods

K9 Describe how to identify when pasta dishes have the correct colour, flavour, texture and quantity

K10 State healthy eating options when making pasta dishes.

(OUTCOME 6)

To understand how to finish basic pasta dishes you need to:

K11 State the correct temperatures for holding and serving pasta dishes

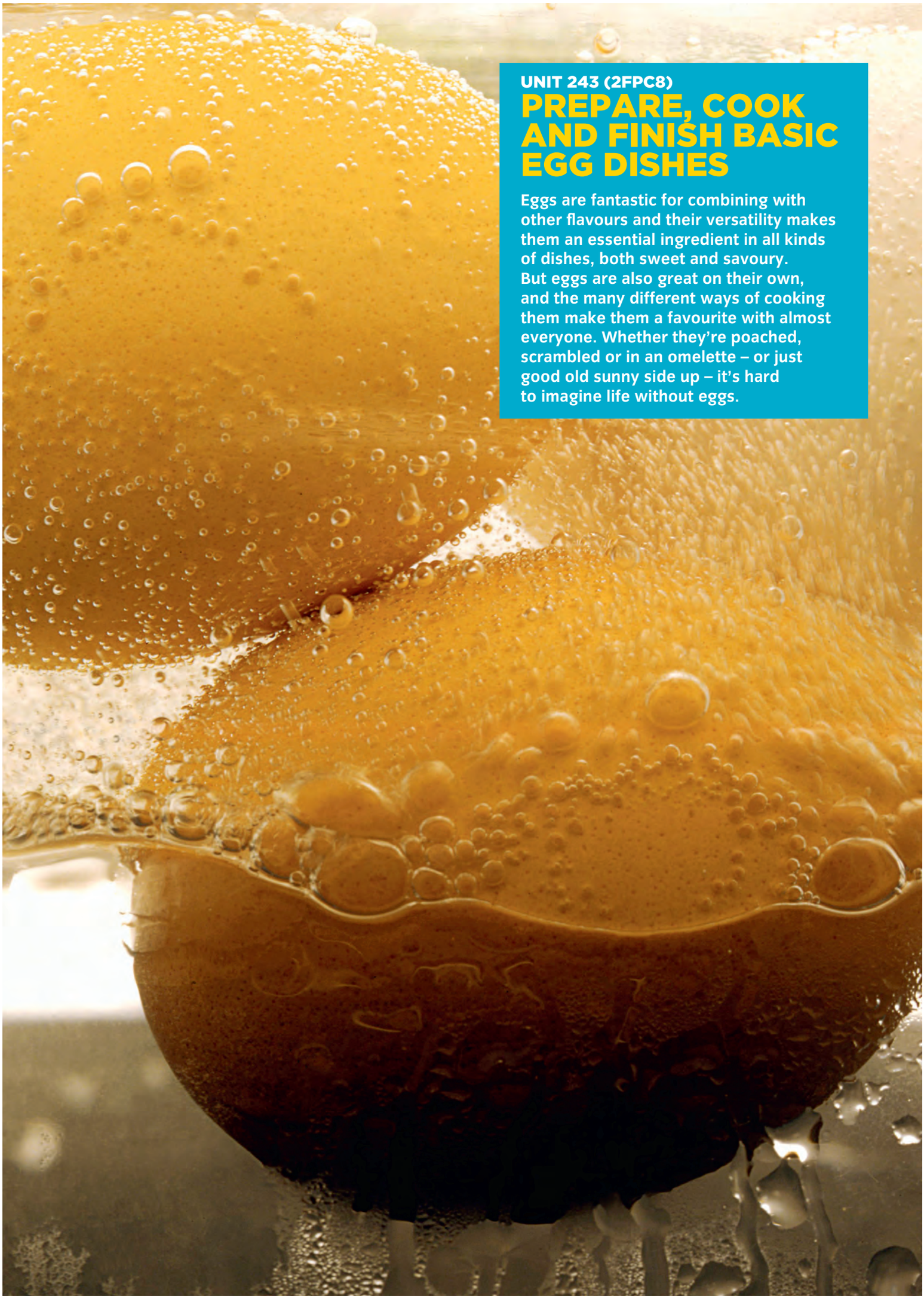
K12 Describe how to store pasta dishes.

Did you know?
There are about 350 different pasta shapes. Long, thin types suit liquid sauces, while thick sauces go better with fancier shapes.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

'Just the thought of a steaming bowlful of my grandmother's spaghetti al pomodoro waiting for me on my return from school would make me run home that little bit faster.'
Giorgio Locatelli, chef



UNIT 243 (2FPC8)

PREPARE, COOK AND FINISH BASIC EGG DISHES

Eggs are fantastic for combining with other flavours and their versatility makes them an essential ingredient in all kinds of dishes, both sweet and savoury. But eggs are also great on their own, and the many different ways of cooking them make them a favourite with almost everyone. Whether they're poached, scrambled or in an omelette – or just good old sunny side up – it's hard to imagine life without eggs.

UNIT 243 (LEVEL 2 UNIT, 3 CREDITS)

PREPARE, COOK AND FINISH BASIC EGG DISHES

There are many ways to cook eggs, and each method gives the finished dish its own unique character.

This unit has **six** learning outcomes:

1. Be able to prepare basic egg dishes
2. Understand how to prepare basic egg dishes
3. Be able to cook basic egg dishes
4. Understand how to cook basic egg dishes
5. Be able to finish basic egg dishes
6. Understand how to finish basic egg dishes.

Quiche Lorraine
A tasty blend of eggs, cheese, onions and ham in a short-pastry case.

Useful words

ALBUMEN
Another name for the white of the egg. The albumen is around two-thirds of the egg's total weight, and is composed of 90% water.

BAIN-MARIE
A piece of equipment that enables food to be cooked very gently. Also known as a water bath, the bain-marie consists of two containers, one sitting on top of the other. The bottom one is filled with water and put on a hob to provide heat to the top container.

OMELETTE
A dish made of lightly beaten eggs, which are then cooked in a frying pan. The eggs can be topped with flavourings and then folded.

SCOTCH EGGS
Hard-boiled eggs encased in sausage meat, then dipped in breadcrumbs and deep-fried.

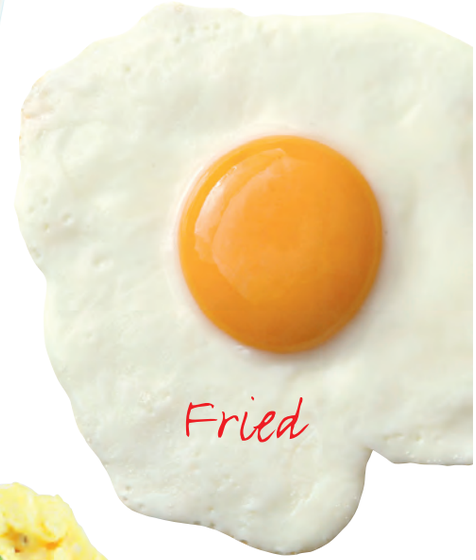
SCRAMBLED
Beaten eggs that are cooked in a pan over a low heat, stirring until they have thickened or set.

TORTILLA
A type of omelette made with thinly sliced potatoes and onions. Often known as a Spanish omelette.

WHITE
The clear liquid that surrounds the egg yolk, also known as albumen. Egg white is rich in protein but contains only a very small amount of fat.

YOLK
The yellow part of the egg. This is rich in vitamins and minerals, contains nearly half of the egg's protein and all of its fat and cholesterol.

KNOW YOUR... WAYS TO COOK AN EGG



UNIT 243 (2FPC8)

PREPARE, COOK AND FINISH BASIC EGG DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check the eggs and other ingredients meet dish requirements				
2 Choose and use the correct tools and equipment				
3 Prepare the eggs and other ingredients to meet dish requirements.				

'An egg is always an adventure; the next one may be different.'
Oscar Wilde, writer and poet

Did you know?
As a hen gets older, her eggs get bigger.

What you must cover

(OUTCOMES 1, 3, 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Preparation and cooking methods All must be covered. At least **five** of these must be observed by your assessor.				
1 boiling				
2 whisking				
3 frying				
4 griddling				
5 poaching				
6 baking				
7 scrambling				
8 bain-marie				
Dish All must be covered. **Both** must be observed by your assessor.				
1 omelette				
2 poached egg				

UNIT 243 (2FPC8)

PREPARE, COOK AND FINISH BASIC EGG DISHES

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
4 Make sure the egg dish has the correct flavour, colour, texture and quantity				
5 Cook the eggs and other ingredients to meet dish requirements.				

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
6 Present the egg dish to meet requirements				
7 Make sure the egg dish is at the correct temperature for holding and serving				
8 Safely store any cooked egg dishes not for immediate use.				

Frittata
A hearty omelette with meat, cheese and vegetables, cooked in a frying pan then finished under a grill.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare basic egg dishes you need to:

K1 Describe how to check the eggs and other ingredients meet dish requirements

K2 Describe what to do if there are problems with eggs or other ingredients

K3 State the correct tools and equipment required to carry out different preparation methods.

(OUTCOME 4)

To understand how to cook basic egg dishes you need to:

K4 State the correct tools and equipment required to carry out different cooking methods

K5 State the importance of using the correct tools, equipment and techniques

K6 Describe how to carry out different cooking methods according to dish requirements

K7 Describe how to identify when egg dishes have the correct colour, flavour, texture and quantity

K8 State healthy options when making egg dishes.

Did you know?
The UK population ate an estimated 10.4 billion eggs in 2007 – that's 29 million a day and 178 per person.

(OUTCOME 6)

To understand how to finish basic egg dishes you need to:

K9 State the correct temperatures for holding and serving egg dishes

K10 Describe how to finish egg dishes

K11 Describe how to store cooked egg dishes.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

'A simple omelette and a glass of red wine is, in all ways, a superior alternative to a Mars bar and a can of cola.'
Raymond Blanc, chef and restaurateur

UNIT 244 (2FPC9)

PREPARE, COOK AND FINISH BASIC BREAD AND DOUGH PRODUCTS

In one form or another, bread is found in pretty much every restaurant, canteen, café and kitchen the world over. While the principles of making bread and dough are simple, there are so many variations that it can seem overwhelming. This unit will help guide you through the different types of bread and dough, and the cooking and finishing methods involved.

UNIT 244 (LEVEL 2 UNIT, 5 CREDITS)

PREPARE, COOK AND FINISH BASIC BREAD AND DOUGH PRODUCTS

Bread is a staple food and an indispensible part of our everyday life. While there are many different types of bread, the basic preparation and cooking methods are fairly straightforward.

This unit has **six** learning outcomes:

1. Be able to prepare basic bread and dough products
2. Understand how to prepare basic bread and dough products
3. Be able to cook basic bread and dough products
4. Understand how to cook basic bread and dough products
5. Be able to finish basic bread and dough products
6. Understand how to finish basic bread and dough products.

Did you know?
The world's first machine-sliced bread went on sale in Missouri in 1928. It was the best thing since... sliced bread!

Useful words

DECORATING
Finishing the dough product with other ingredients to give it a more attractive appearance.

GLAZING
Brushing the baked products with a bun wash (sugar glaze), or icing.

KNEAD
To work the dough, either with your hands on a floured worktop, or with a machine. Kneading helps to develop the gluten in the dough and gives the finished product a better texture.

KNOCK BACK
To punch the dough with your hands after the first proving stage. This knocks the air out of the dough, which is then kneaded again and allowed to rise a second time. This gives the finished bread a more even texture and better flavour.

NAAN BREAD
An Indian flat bread that is traditionally cooked in a very hot clay oven. Naan bread can be made with yeast, bicarbonate of soda, baking powder or self-raising flour.

PIZZA DOUGH
Dough that is rolled very thinly and used to make pizza. It is usually made with olive oil.

PROVING
Setting the dough aside after kneading to allow the yeast to develop. This will introduce air into the dough and cause it to rise.

SHAPING
Forming the dough using your hands to create different kinds of bread products.

SODA BREAD
A bread that is made from dough that uses bicarbonate of soda, rather than yeast, as its raising agent.

KNOW YOUR... BREAD

UNIT 244 (2FPC9)

PREPARE, COOK AND FINISH BASIC BREAD AND DOUGH PRODUCTS

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check the ingredients meet dish requirements				
2 Choose and use the correct tools and equipment				
3 Prepare the ingredients to meet dish requirements.				

Did you know?
Bread is one of the nation's favourite staple foods and is bought by 99% of households in the UK.

What you must cover

(OUTCOMES 1, 3, 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Bread and dough products All must be covered. At least **two** of these must be observed by your assessor.				
1 enriched dough				
2 soda bread dough				
3 bread dough				
4 naan dough/pitta dough				
5 pizza dough				
Preparation and cooking methods All must be covered. At least **seven** of these must be observed by your assessor.				
1 weighing/measuring				
2 sieving				
3 mixing/kneading				
4 proving				
5 knocking back				
6 shaping				
7 baking				
8 frying				
Finishing methods All must be covered. At least **one** of these must be observed by your assessor.				
1 glazing				
2 icing				
3 filling				
4 decorating				

UNIT 244 (2FPC9)

PREPARE, COOK AND FINISH BASIC BREAD AND DOUGH PRODUCTS

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
4 Make sure the bread and dough product has the correct flavour, colour, texture and quantity				
5 Cook the ingredients to meet dish requirements.				

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
6 Present the bread and dough product to meet requirements				
7 Make sure the bread and dough product is at the correct temperature for holding and serving				
8 Safely store any cooked bread and dough products not for immediate use.				

'Bread is one of the most important elements of any meal, as it is the first component of the menu and therefore the most highly anticipated.'
Graham Hornigold, chef patissier, Mandarin Oriental Hotel

HINTS AND TIPS
THE RIGHT FLOUR
Bread flour has a higher protein content than other flours, so will produce bread with better volume. You will have to knead dough made with bread flour for longer than dough made from all-purpose flour.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare basic bread and dough products you need to:

K1 Describe how to check the ingredients meet dish requirements

K2 State quality points of ingredients for bread and dough products

K3 Describe what to do if there are problems with ingredients

K4 State the correct tools and equipment required to carry out different preparation methods.

(OUTCOME 4)

To understand how to cook basic bread and dough products you need to:

K5 State the correct tools and equipment required to carry out different cooking methods

K6 State the importance of using the correct tools, equipment and techniques

K7 Describe how to carry out different cooking methods according to dish requirements

K8 Describe how to identify when bread and dough products have the correct colour, flavour, texture and finish

K9 State healthy options when making bread and dough products.

EXPERT ADVICE
ALL IN THE YEAST

Understanding how yeast works will help you bake great-quality bread. Here's a quick lesson:

- The yeast produces carbon dioxide gas, which inflates the dough during the proving stages and in the early stages of baking (this is known as oven spring).
- Most gas is produced around 40–45°C, which is why we get oven spring. Any temperature above this and the yeast cells begin to die out, stopping gas production.

(OUTCOME 6)

To understand how to finish basic bread and dough products you need to:

K10 Describe how to carry out different finishing methods

K11 State the correct temperatures and conditions for holding and serving bread and dough products

K12 Describe how to store bread and dough products.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
The dough for a traditional Italian pizza should be no more than 3mm thick, and always tossed by hand, never rolled.

UNIT 245 (2FPC10)

PREPARE, COOK AND FINISH BASIC PASTRY PRODUCTS

Learn the secrets to perfect pastry and you'll never be short of a recipe idea. Sweet or savoury, shortcrust, choux or puff – pastry is an amazingly adaptable ingredient that can be used in all sorts of dishes, from a Beef Wellington to a Bakewell tart. This unit will guide you through all you need to know.

UNIT 245 (LEVEL 2 UNIT, 5 CREDITS)

PREPARE, COOK AND FINISH BASIC PASTRY PRODUCTS

Knowing how to prepare and cook a range of different pastries will open up many new possibilities for any chef.

This unit has **five** learning outcomes:

1. Be able to prepare basic pastry products
2. Understand how to prepare basic pastry products
3. Be able to cook basic pastry products
4. Understand how to cook basic pastry products
5. Be able to finish basic pastry products.

Did you know?
There is an old cooks' saying that people with cold hands are good at making pastry. Cold hands stop the fat from melting while you're handling the pastry.

Useful words

CHOUX PASTRY
A rich, light pastry made by cooking flour, fat and water and then beating in eggs. Choux pastry (sometimes called choux paste) is used to make éclairs and profiteroles.

CONVENIENCE PASTRY
Ready-made pastry that is often already rolled into sheets. Most types of pastry are available ready-made; many cooks who need filo or puff pastry will buy them like this as they are quite complicated to make.

LAMINATION FOLDING
The pastry is rolled and folded many times, sandwiching the fat between many layers of paste. This makes the pastry rise and separate into many thin leaves.

PUFF PASTRY
A very light pastry that rises with baking. Puff pastry is made using the lamination folding method.

RESTING
Leaving finished pastry in the refrigerator for a short time before using it. Resting helps stop the pastry from shrinking during cooking, and cooling it makes it easier to handle.

SHORT PASTRY
A crumbly pastry made by rubbing fat into flour, then adding cold water. The proportion of fat to flour in short pastry is normally half and half, by weight.

SUET PASTRY
An unsweetened pastry that is made with suet. It is often used for dishes that are steamed and has a light, spongy texture.

SWEET
A sweet pastry that can be made by adding sugar to short pastry after the rubbing-in stage. It can also be made using the creaming method.

TRIMMINGS
The pieces that are left over when rolled-out pastry is cut into shape. Trimmings can be pressed together and re-rolled, to avoid wastage.

KNOW YOUR... PASTRY

Choux
Eclair

Filo
Baklava

Puff
Vol-au-vent

Shortcrust
Quiche

Suet
Steak and kidney pudding

Sweet
Bakewell tart

UNIT 245 (2FPC10)

PREPARE, COOK AND FINISH BASIC PASTRY PRODUCTS

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

'We want the flour to get into the butter, but we want some flake. Be sensual about it – you can't be an animal with pastry.'
Michel Roux,
on making puff pastry

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check the ingredients meet dish requirements				
2 Check the ingredients meet quality standards				
3 Choose and use the correct tools and equipment				
4 Prepare the ingredients to meet dish requirements.				

What you must cover

(OUTCOMES 1, 3, 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Pastry All must be covered. At least **three** of these must be observed by your assessor.				
1 short				
2 sweet				
3 suet				
4 choux				
5 puff				
6 convenience				
Preparation and cooking methods All must be covered. At least **six** of these must be observed by your assessor.				
1 weighing/measuring				
2 sifting				
3 rubbing in				
4 creaming				
5 resting				
6 piping				
7 rolling				
8 laminating/folding				
9 cutting/shaping/trimming				
10 lining				
Cooking methods All must be covered. At least **one** of these must be observed by your assessor.				
1 baking				
2 steaming				
3 combining cooking methods				

UNIT 245 (2FPC10)

PREPARE, COOK AND FINISH BASIC PASTRY PRODUCTS

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
5 Make sure the pastry has the correct flavour, colour, texture and finish				
6 Cook ingredients to meet dish requirements.				

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
7 Make sure the pastry is at the correct temperature for holding and serving				
8 Safely store any cooked pastry not for immediate use				
9 Describe how to store pastry products after cooking.				

HINTS AND TIPS
RESTING PASTRY

Sweet paste can be very fragile when baked, so care must be taken when filling and decorating it. The raw paste will need to be well rested before rolling out and chilled to 4°C to help prevent it cracking when being rolled.

'The fine arts are five in number, namely: painting, sculpture, poetry, music, and architecture, the principal branch of the latter being pastry.'
Antonin Carême, 19th century French chef

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare basic pastry products you need to:

K1 Describe how to check the ingredients meet dish requirements

K2 Describe what to do if there are problems with the ingredients

K3 State why it is important to follow a recipe correctly when preparing pastry products

K4 State the correct tools and equipment required to carry out different preparation methods

K5 Describe how to store pastry products after preparation

K6 Describe how to carry out different preparation methods according to product requirements.

(OUTCOME 4)

To understand how to cook basic pastry products you need to:

K7 State the correct tools and equipment to carry out different cooking methods

K8 State the importance of using the correct tools, equipment and techniques

K9 Describe how to carry out different cooking methods according to product requirements

K10 Describe how to identify when pastry products have the correct colour, flavour, texture and finish

K11 State healthy options when making pastry products.

Did you know?
Beef Wellington is named after Arthur Wellesley, the 1st Duke of Wellington. It traditionally consists of beef, minced mushrooms and pâté, wrapped in puff pastry.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Custard tarts
Egg custard baked in a sweet pastry case, with raisins and flavoured with orange zest.

'The more you put into your work as a pastry chef the more you will achieve and the easier it will be to learn about the techniques associated with this art.'
Matt Owens, Executive Pastry Chef, Zuidam UK

UNIT 246 (2FPC11)

PREPARE, COOK AND FINISH BASIC CAKES, SPONGES, BISCUITS AND SCONES

Few things come close to the smell and taste of freshly baked cakes and scones. Baking is both an art and a science, and it requires careful attention to detail, especially when measuring ingredients. Once you've mastered the various preparation and cooking techniques, though, you'll have no trouble creating an array of mouthwatering baked treats.

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UNIT 246 (LEVEL 2 UNIT, 5 CREDITS)

PREPARE, COOK AND FINISH BASIC CAKES, SPONGES, BISCUITS AND SCONES

There are a number of techniques to learn and perfect in order to make great-tasting and attractive cakes, sponges and scones.

This unit has **six** learning outcomes:

1. Be able to prepare basic cakes, sponges, biscuits and scones
2. Understand how to prepare basic cakes, sponges, biscuits and scones
3. Be able to cook basic cakes, sponges, biscuits and scones
4. Understand how to cook basic cakes, sponges, biscuits and scones
5. Be able to finish basic cakes, sponges, biscuits and scones
6. Understand how to finish basic cakes, sponges, biscuits and scones.

Chocolate brownies
The beauty of brownies lies in their simplicity: fresh butter, eggs flour, sugar, good-quality chocolate and toasted nuts are the only ingredients you'll need.

Useful words

CREAMING
A basic method of making cakes, in which butter or margarine is beaten with sugar until the sugar has dissolved and the mixture is light and creamy.

DUSTING
Lightly sprinkling sugar or cocoa powder on to cakes or other baked products to make them look more attractive.

FOLDING
A way of mixing ingredients together, using very gentle cutting and folding actions. Flour or beaten egg whites are often folded into other ingredients – it should be done gently to keep as much air in the mixture as possible.

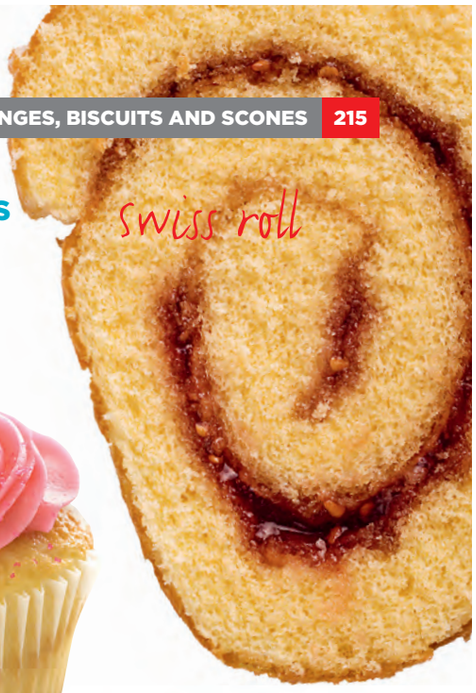
GLAZING
Covering a cake or other baked product with a thin icing.

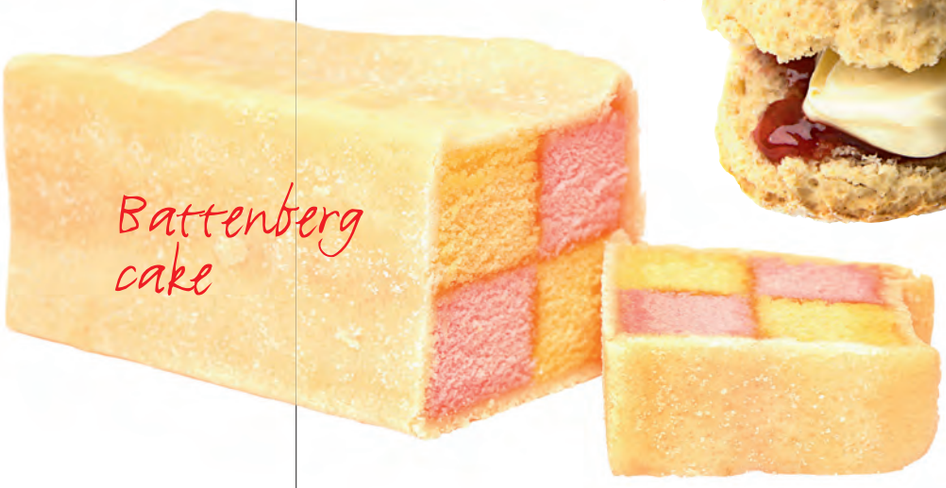
PIPING
Using a bag with a shaped nozzle and filled with icing to decorate cakes. The bag is squeezed so the icing comes out of the nozzle and can be used to make shapes or patterns on the cake.

RUBBING IN
Mixing butter, margarine or other fat with flour by rubbing them together between your fingertips. When done properly, the resulting mixture should look like very fine breadcrumbs.

WHISKING
Beating very rapidly to add air to a mixture and increase its volume. This can be done with either a hand whisk or an electric beater.

KNOW YOUR... TYPES OF CAKES





UNIT 246 (2FPC11)

PREPARE, COOK AND FINISH BASIC CAKES, SPONGES, BISCUITS AND SCONES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

Did you know?
Scones are said to have originated in Scotland. They were first made with oats, shaped into a large round, scored into triangles and cooked on a griddle.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check the ingredients meet dish requirements				
2 Choose and use the correct tools and equipment				
3 Prepare the ingredients to meet dish requirements.				

What you must cover

(OUTCOMES 1, 3, 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Preparation, cooking and finishing methods All must be covered. At least **twelve** of these must be observed by your assessor.				
1 using ready mix				
2 weighing/measuring				
3 creaming/beating				
4 whisking				
5 folding				
6 rubbing in				
7 greasing				
8 glazing				
9 portioning				
10 piping				
11 shaping				
12 baking				
13 filling				
14 rolling				
15 lining				
16 trimming/icing				
17 spreading/smoothing				
18 kneading				
19 dusting/dredging/sprinkling				
20 mixing				
Dishes All must be covered. At least **three** of these must be observed by your assessor.				
1 cakes and sponges (eg fruit cake, rock cakes, Victoria sandwich, Swiss roll				
2 scones				
3 biscuits (eg shortbread and sponge biscuits)				

UNIT 246 (2FPC11)

PREPARE, COOK AND FINISH BASIC CAKES, SPONGES, BISCUITS AND SCONES

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
4 Cook the product to meet requirements				
5 Make sure the product has the correct flavour, colour, texture and quantity.				

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
6 Finish the product to meet requirements				
7 Present the product to meet requirements				
8 Make sure the product is at the correct temperature for holding and serving				
9 Safely store any cooked products not for immediate use.				

EXPERT ADVICE
GOOD BAKING

Food writer and home economist Glynis McGuinness reveals some of the secrets to her legendary cakes:

- It's essential to use the right balance of ingredients. So you need to weigh everything carefully and measure spoonfuls with proper measuring spoons, levelling the top. This is especially important with baking powder. If you measure and weigh accurately, you can't go wrong.
- Use the right sugar. If you're beating sugar and butter together, you need a sugar with a fine grain, like caster sugar or soft brown sugar, which will almost dissolve as you beat it.
- For creamed cakes, the butter should be really soft but not melted – like thick mayonnaise. This makes it much easier to beat.
- For recipes where you rub the butter in, it should be firm but not rock hard. Rinse your hands under cold water first – you need cold hands to rub in.

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare basic cakes, sponges, biscuits and scones you need to:

K1 Describe how to check the ingredients meet dish requirements

K2 State what quality points to look for in the ingredients

K3 Describe what to do if there are problems with the ingredients

K4 State the correct tools and equipment required to carry out different preparation methods

K5 Describe how to carry out the necessary preparation methods according to product requirements.

(OUTCOME 4)

To understand how to cook basic cakes, sponges, biscuits and scones you need to:

K6 State the correct tools and equipment required to carry out different cooking methods

K7 Describe how to carry out the necessary cooking methods according to product requirements

K8 State the importance of using the correct tools, equipment and techniques

K9 Describe how to identify when cake, sponges, biscuits and scones have the correct colour, flavour, texture and quantity

K10 Describe healthy eating options when making cake, sponges, biscuits and scones.

(OUTCOME 6)

To understand how to finish basic cakes, sponges, biscuits and scones you need to:

K11 Describe how to present basic cake, sponges, biscuits and scones

K12 State how to store cake, sponges, biscuits and scones.

'It would be very sad if we lost the skills of home baking. The UK has always been particularly good at it.'
Jane Asher, bespoke cake maker and actress

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

HINTS AND TIPS
PERFECTLY DONE

To test if a cake is cooked all the way through, put a skewer in the centre. If it comes out clean, the cake is done. The cake should also contract from the side of the tin and spring back when gently pressed with a finger.

UNIT 249 (2FPC14)

PREPARE, COOK AND FINISH BASIC COLD AND HOT DESSERTS

Traditional or modern, hot or cold – dessert is the part of a meal that few of us can resist. And since it's usually the final course of a meal, you want to make sure it leaves your customers with a good impression. From a humble custard to a stunning soufflé, this unit will help you to master all the different kinds of desserts that diners know – and love.

UNIT 249 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE, COOK AND FINISH BASIC COLD AND HOT DESSERTS

In this unit, you will cover many different types of hot and cold desserts, including ice creams and mousses, egg- and batter-based desserts and desserts that are based on sponge cake or fruit.

This unit has **six** learning outcomes:

1. Be able to prepare basic cold and hot desserts
2. Understand how to prepare basic cold and hot desserts
3. Be able to cook basic cold and hot desserts
4. Understand how to cook basic cold and hot desserts
5. Be able to finish basic cold and hot desserts
6. Understand how to finish basic cold and hot desserts.

Chocolate soufflé
The ability to create a chocolate soufflé usually wins admiration. Although most people daren't even attempt them, soufflés are simple to make.

Useful words

AERATION
To include air into a dish to make it lighter. This can be done by whisking or adding other ingredients.

BATTER
A mixture of eggs, flour and liquid used to make many dishes, including pancakes, crêpes and fritters.

COMPOTE
A mixture of stewed fruits, usually served with cream.

COULIS
A smooth, sweet fruit sauce blended and sieved.

ICE CREAM
A mixture of cream, milk, sugar and eggs that is frozen and churned to make it smooth.

MERINGUE
Egg whites whipped stiffly with sugar, then slowly baked until crisp. Can be used as a base or topping.

MOULDING
Pouring a dessert mix into a shaped container or mould, then turning it out when it has set in shape.

MOUSSE
A dessert based on cream, eggs and sugar, whipped until frothy and left to set.

PUDDING
A baked or steamed dessert that is often cake-like. The word can also apply to other kinds of desserts, such as rice pudding or bread-and-butter pudding.

SORBET
An iced dessert made from fruit and sugar, then frozen and churned like ice cream.

SOUFFLÉ
A dish made from a sauce or purée, mixed with beaten egg whites and baked. Soufflés can be either sweet or savoury.

KNOW YOUR... DESSERT MOULDS

UNIT 249 (2FPC14)

PREPARE, COOK AND FINISH BASIC COLD AND HOT DESSERTS

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check the ingredients meet dish requirements				
2 Check ingredients to make sure they meet quality requirements				
3 Choose and use the correct techniques, tools and equipment				
4 Prepare ingredients using the correct preparation methods.				

Did you know?
Britons get through about six litres of ice cream each a year. But New Zealanders top the world ice-cream-eating list – they average 22 litres a year.

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Desserts All must be covered. At least **three** of these must be observed by your assessor.				
1 ice cream				
2 mousse				
3 egg-based				
4 batter-based				
5 sponge-based				
6 fruit-based				
7 pastry-based				
Preparation methods All must be covered. At least **five** of these must be observed by your assessor.				
1 slicing				
2 creaming				
3 folding				
4 moulding				
5 mixing				
6 aeration				
7 addition of flavours/colours				
8 puréeing				
9 combining				
10 portioning				
11 chilling				

UNIT 249 (2FPC14)

PREPARE, COOK AND FINISH BASIC COLD AND HOT DESSERTS

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

For assessment criteria 8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

(OUTCOME 3)

Circled numbers **must** be observed	1	2	3	4
5 Cook ingredients using the correct cooking methods				
6 Make sure the dessert has the correct colour, flavour, texture and finish.				

(OUTCOME 5)

Circled numbers **must** be observed	1	2	3	4
7 Finish the dessert to meet requirements				
8 Make sure the dessert is at the correct temperature for holding and serving				
9 Safely store any prepared desserts not for immediate use.				

What you must cover

(OUTCOME 3)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Cooking methods All must be covered. At least **two** of these must be observed by your assessor.				
1 boiling/poaching				
2 stewing				
3 baking				
4 combination cooking				
5 steaming				
6 bain-marie				
7 frying				

(OUTCOME 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Finishing methods All must be covered. At least **one** of these must be observed by your assessor.				
1 filling				
2 glazing				
3 piping				
4 garnishing				

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare basic cold and hot desserts you need to:

K1 State how to store raw ingredients prior to preparation and cooking

K2 Describe how to check ingredients meet requirements

K3 Describe what to do if there are any problems with the ingredients

K4 State why time and temperature are important when preparing basic cold and hot desserts

K5 State what quality points to look for in basic cold and hot desserts

K6 State the correct tools required to carry out different preparation methods

K7 Describe how to carry out different preparation methods for basic cold and hot desserts

K8 State what types of problems can occur when preparing cold and hot desserts and how to correct them.

'The crumble is a national institution. We've exported it to France. Now our humble, bumbling crumble rubs shoulders with crême brûlée. And rightly so.'
Hugh Fearnley-Whittingstall, TV chef

(OUTCOME 4)

To understand how to cook basic cold and hot desserts you need to:

K9 State why time and temperature are important when cooking basic cold and hot desserts

K10 State the correct tools and equipment required to carry out different cooking methods

K11 Describe how to carry out different cooking methods for basic cold and hot desserts

K12 State the importance of using the correct tools, equipment and techniques

K13 State what types of problems can occur when cooking cold and hot desserts and how to correct them

K14 Describe how to identify when cold and hot desserts have the correct colour, texture, finish and quantity

K15 State healthy eating options when making cold and hot desserts.

(OUTCOME 6)

To understand how to finish basic cold and hot desserts you need to:

K16 Describe how to carry out different finishing methods

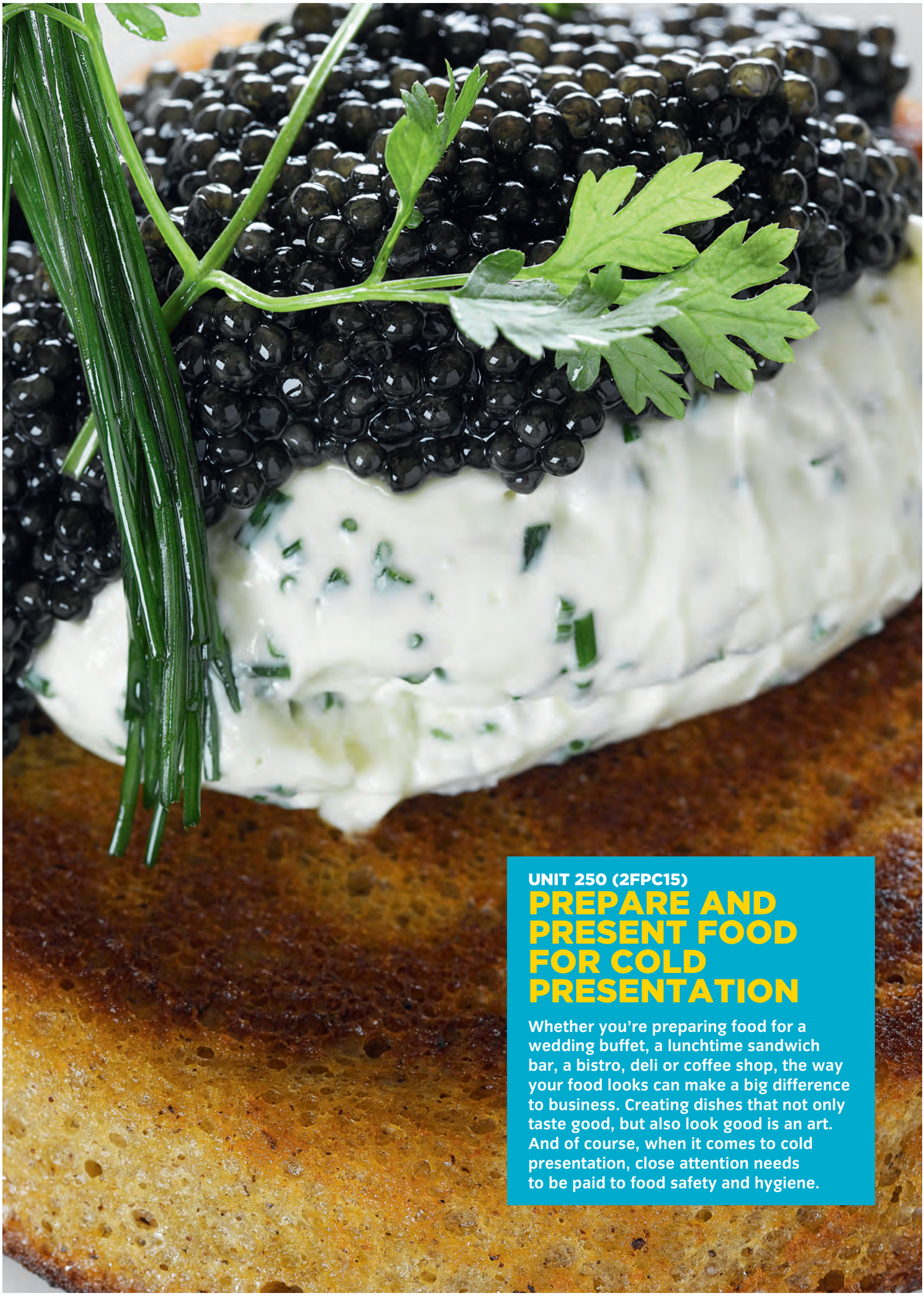
K17 State the importance of storing hot and cold desserts at the correct temperature

K18 State how to store prepared cold and hot desserts.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

Did you know?
English apple pie recipes go back to the time of Chaucer. A 1381 recipe lists the ingredients as 'good apples, good spices, figs, raisins and pears'.



UNIT 250 (2FPC15)

PREPARE AND PRESENT FOOD FOR COLD PRESENTATION

Whether you're preparing food for a wedding buffet, a lunchtime sandwich bar, a bistro, deli or coffee shop, the way your food looks can make a big difference to business. Creating dishes that not only taste good, but also look good is an art. And of course, when it comes to cold presentation, close attention needs to be paid to food safety and hygiene.

UNIT 250 (LEVEL 2 UNIT, 4 CREDITS)

PREPARE AND PRESENT FOOD FOR COLD PRESENTATION

This unit is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. It also covers the holding of such foods to maintain effective food safety.

This unit has **two** learning outcomes:

1. Be able to prepare and present food for cold presentation
2. Understand how to prepare and present food for cold presentation.

Did you know?
The UK's best-selling sandwich is chicken. From salad to tikka, we can't get enough.

Useful words

CURED MEAT
Meat that has been treated with salt to preserve it for longer. Cured meats include different kinds of hams, salamis and chorizo.

HERBS
Flavourings made from the stems, leaves, flowers or seeds of plants. Popular herbs include parsley, basil, mint and coriander. Most herbs can be used fresh or dried.

INGREDIENTS
The basic foods that you combine to make a finished dish. These might include meat, vegetables, seasonings, flavourings and liquids.

MAYONNAISE
A creamy sauce made from oil and egg yolks. Many different sauces can be made by adding other ingredients to a basic mayonnaise.

PÂTÉ
A smooth-textured paste that can be made from meat, fish or vegetables. Pâté is usually eaten with bread.

PREPARATION
The things you do to ingredients before cooking them to create a finished dish. Preparation can include cutting, marinating and seasoning.

TERRINE
A dish made up of different textures of meat,fish or vegetables, layered inside a loaf-shaped mould, poached and then turned out.

VINAIGRETTE
A dressing made from oil, vinegar and seasoning. It is often called French dressing.

KNOW YOUR... SALADS

UNIT 250 (2FPC15)

PREPARE AND PRESENT FOOD FOR COLD PRESENTATION

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

'Cheese, with its endless flavours, textures and aromas, has the versatility to cater for almost every palate.'
Gary Pritchard, Head of Catering, Butlins

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Check the food and garnish ingredients meet requirements				
2 Choose and use tools and equipment correctly				
3 Prepare food products using the correct preparation methods				
4 Make sure the food products have the correct flavour, colour, texture and quantity				
5 Garnish and present the food products to meet requirements				
6 Safely store any prepared food products not for immediate consumption.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Food products All must be covered. At least **six** of these must be observed by your assessor.				
1 bread products				
2 salads				
3 pre-prepared pies				
4 cooked red/white meat				
5 fish				
6 pre-prepared terrines				
7 pre-prepared pâtés				
8 cured meats				
9 shellfish				
10 vinaigrette				
11 cold sauces				
Garnish ingredients All must be covered. At least **two** of these must be observed by your assessor.				
1 fruit				
2 vegetables				
3 herbs				
Preparation methods All must be covered. At least **four** of these must be observed by your assessor.				
1 slicing				
2 dressing				
3 garnishing				
4 portioning				
5 whisking				
6 combining ingredients				

UNIT 250 (2FPC15)

PREPARE AND PRESENT FOOD FOR COLD PRESENTATION

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare and present food for cold presentation you need to:

K1 Describe how to check that the food products and garnish ingredients meet requirements

K2 State what quality points to look for in presentation of cooked, cured and prepared foods

K3 Describe what to do if there are any problems with the food products or garnish ingredients

K4 State the correct tools and equipment required to carry out different preparation methods

K5 State the importance of using the correct tools, equipment and techniques

K6 Describe how to prepare the food products and garnish ingredients for cold presentation

K7 Describe how to produce basic vinaigrette and cold sauces

K8 Describe how to identify when food products have the correct colour, flavour, texture and quantity

K9 State why time and temperature are important when preparing cooked, cured and prepared food for presentation

K10 State why cooked, cured and prepared foods should be stored at the required temperature before presentation

K11 State healthy eating options when preparing and presenting food for cold presentation.

Pepper bagel
Delicious roasted red peppers doused in olive oil, capers and basil on a bed of rich cream cheese in a crunchy, toasted bagel.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

HINTS AND TIPS
SERVING CRUDITÉS

Crudités – raw vegetables sliced into bite-sized pieces – are simple to prepare and can include almost any fresh, seasonal veg. Serve them with vinaigrette, garlic or egg mayonnaise, tapenade or hummus for dipping or drizzling over the top.

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UNIT 271 (2P&C1)

COMPLETE KITCHEN DOCUMENTATION

As in most professions, accurate record-keeping plays an important part of working in a kitchen. You might not enjoy doing the paperwork, but keeping it up to date will help to ensure that things keep running smoothly. In this unit, you'll cover all the different aspects of keeping proper kitchen documentation, including making sure it's readily available to those who need to see it.

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UNIT 271 (LEVEL 2 UNIT, 3 CREDITS)

COMPLETE KITCHEN DOCUMENTATION

This unit is about completing documentation commonly used in kitchen environments: for example, temperature charts, time sheets, accident report forms, food safety information and equipment fault reports.

This unit has **two** learning outcomes:

1. Be able to complete kitchen documentation
2. Understand how to complete kitchen documentation.

On the record
Keeping all documentation up to date is vital to the smooth running of the kitchen.

Useful words

ACCIDENT FORMS
Forms that record all accidents that have happened in the workplace.

CONFIDENTIAL
Information that should not be told to anyone outside of your organisation.

EQUIPMENT FAULT REPORT
A document that records any breakdowns or faults with equipment.

HYGIENE INFORMATION SHEETS
Forms recording that standards of hygiene are met.

ORGANISATIONAL REQUIREMENTS
The things that your own organisation expects you to do, and not to do.

TEMPERATURE CHARTS
Charts that record when fridge and freezer temperatures have been checked, and when hot and reheated food temperatures have been taken.

TIME SHEETS
Charts that record when, and for how long, each employee has been at work.

KNOW YOUR... DOCUMENTATION

Hygiene information

Accident forms

Temperature charts

Equipment fault reports

Time sheets

UNIT 271 (2P&C1)

COMPLETE KITCHEN DOCUMENTATION

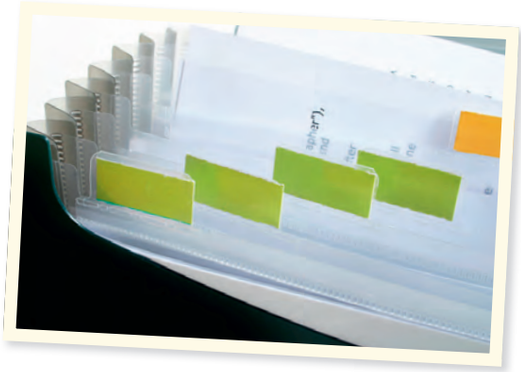
Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other



HINTS AND TIPS
RECORD-KEEPING
Make sure you know your company's policy on how many copies of each form are needed, and where they are supposed to go.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Ensure sufficient relevant documents are available and when necessary, obtain extra copies				
2 Complete relevant documents accurately and legibly to meet organisational requirements				
3 Ensure relevant documents arrive with proper person within time required				
4 Copy and file relevant documents in line with organisational requirements				
5 Respond to queries about completion of relevant documents, within the boundaries of authority.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Relevant documents All must be covered. At least **two** of these must be observed by your assessor.				
1 temperature charts				
2 food safety information				
3 accident report forms				
4 equipment fault reports				
5 stock usage reports				

Did you know?
Hazard Analysis Critical Control Point (HACCP) procedures were set in the 1960s to ensure that astronauts had safe food to eat in space.

UNIT 271 (2P&C1)

COMPLETE KITCHEN DOCUMENTATION

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to complete kitchen documentation you need to:

K1 State organisational documents that need to be completed

K2 State why it is important to complete documentation

K3 Describe how to complete particular documents

K4 State where to obtain appropriate documents from

K5 State when and where documentation is copied and kept

K6 State who should be contacted when problems occur and explain why

K7 Describe why kitchen documentation needs to remain confidential

K8 Describe what information required by law within the kitchen is required to be noted and kept

K9 State why it is important that information is accurate

K10 State why it is important that documents are not fraudulently completed.

Did you know?
In 2004, for the first time, people in the UK spent more on eating out than they did on buying food to prepare and consume at home.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

HINTS AND TIPS
PAPERWORK

Completing paperwork at a set time of each working day means that you will not overlook it. Give yourself enough time to complete the paperwork accurately and neatly so that others can understand it.

UNIT 272 (2P&C2)

SET UP AND CLOSE KITCHEN

A professional kitchen needs to work like a well-oiled machine. Preparing your kitchen for work and closing it down are two important steps in its everyday operation. If done correctly, these steps will ensure that the work you do in between will happen without a hitch.

UNIT 272 (LEVEL 2 UNIT, 4 CREDITS)

SET UP AND CLOSE KITCHEN

This unit is about ensuring that all equipment is ready for kitchen operations and that common ingredients are ready for the cooking process. It also details the skills required to shut down the kitchen at the end of the shift.

This unit has **six** learning outcomes:

1. Be able to prepare kitchen for food operations
2. Understand how to prepare kitchen for food operations
3. Be able to prepare food items for operation and service
4. Understand how to prepare food items for operation and service
5. Be able to close kitchen after operations
6. Understand how to close kitchen after operations.

Did you know?
Jumbo in Hong Kong is the world's largest floating restaurant and can cater for up to 4300 guests.

KNOW YOUR... KITCHEN EQUIPMENT

Useful words

DEFECTIVE
Something that is broken, damaged or does not work as it should.

EQUIPMENT
The machines, utensils and other things that you use in your everyday work. Equipment can be anything from an oven to a rubbish bin.

LEGAL REQUIREMENTS
The things that you must and must not do by law.

LEGISLATION
Laws that describe what you can and can't do.

MANUFACTURER'S REQUIREMENTS
The instructions that a manufacturer provides, telling you how you should and shouldn't handle a piece of equipment.

ORGANISATIONAL REQUIREMENTS
The things that your organisation requires you to do, and not to do.

UTENSILS
The tools and implements that you use to do your work.

WORKING PRACTICES
The way that you and your colleagues routinely go about doing your work. As with habits, working practices can be bad or good.

WORKPLACE PROCEDURES
Ways of working that have been set out by someone else, often your employer. You must follow the correct workplace procedures.

UNIT 272 (2P&C2)

SET UP AND CLOSE KITCHEN

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key: O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

HINTS AND TIPS
CLEAN AS YOU GO
Every minute that you spend putting away used ingredients, or wiping a work surface, saves you at least twice as many minutes that you would waste by struggling to work in a cluttered environment.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
1 Prioritise work and carry it out in an efficient manner	●	●	●	●
2 Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order	●	●	●	●
3 Turn on appropriate kitchen equipment at the correct time and to correct setting	●	●	●	●
4 Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person	●	●	●	●
5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation.	●	●	●	●

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Tools All must be covered. **Both** must be observed by your assessor.				
1 knives	●	●	●	●
2 utensils	●	●	●	●
Kitchen equipment All must be covered. At least **five** of these must be observed by your assessor.				
1 oven/combination oven	●	●	●	●
2 grill	●	●	●	●
3 hob	●	●	●	●
4 fryer	●	●	●	●
5 microwave	●	●	●	●
6 steamer	●	●	●	●
7 fridge/freezer	●	●	●	●

'A place for everything and everything in its place.'
Mrs Beeton, The Book of Household Management

UNIT 272 (2P&C2)

SET UP AND CLOSE KITCHEN

What you must do

(OUTCOME 3)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
6 Prepare work and carry it out in an efficient manner				
7 Ensure that there are sufficient ingredients in stock in line with establishment requirements				
8 Prepare ingredients to the organisational needs and quality requirements				
9 Report any ingredients that are not prepared to the correct quantity or quality to proper person				
10 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations.				

What you must cover

(OUTCOME 3)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Establishment requirements All must be covered. At least **one** of these must be observed by your assessor.				
1 number of customers				
2 menu requirements				
Ingredients All must be covered. At least **two** of these must be observed by your assessor.				
1 vegetables				
2 garnishes				
3 frozen products				
4 fresh high risk products				
Prepare All must be covered. At least **two** of these must be observed by your assessor.				
1 washing				
2 cutting				
3 defrosting				
4 weighing				

'A chef is built on stamina – that's how we survive.'
Gordon Ramsay, chef and restaurateur

What you must do

(OUTCOME 5)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Circled numbers **must** be observed	1	2	3	4
11 Prioritise work and carry it out in an efficient manner				
12 Check that tools are cleaned and stored to organisational and legal requirements				
13 Check food storage equipment meets organisational and legal requirements for kitchen closure				
14 Check that cooking equipment is turned off, unplugged and cleaned following manufacturer's and organisation's instructions				
15 Report any uncleaned tools, food storage or cooking equipment or problems to the appropriate person				
16 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations.				

What you must cover

(OUTCOME 5)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Tools All must be covered. **Both** must be observed by your assessor.				
1 knives				
2 utensils				
Food storage equipment All must be covered. At least **two** of these must be observed by your assessor.				
1 fridge				
2 freezer				
3 dry store/larder				
Cooking equipment All must be covered. At least **four** of these must be observed by your assessor.				
1 oven/combination oven				
2 grill				
3 hob				
4 fryer				
5 microwave				
6 steamer				

EXPERT ADVICE
SAFE AND SOUND

It is vital to pay attention to security, not only to protect staff and customers, but also to help prevent theft. Some points to remember are:

- Never leave keys in locks or unlocked areas unattended.
- Make sure nobody's valuables are left lying around.
- Check all doors and windows are closed.
- Make sure all storage areas, such as fridges, freezers and cupboards, are closed or locked.
- Turn off all cooking equipment and put it away correctly.

UNIT 272 (2P&C2)

SET UP AND CLOSE KITCHEN

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to prepare the kitchen for food operations you need to:

K1 State why knives/utensils should be handled correctly

K2 State why and to whom all incidents should be reported

K3 Describe how to safely turn on different types of equipment

K4 State why faulty equipment and maintenance requirements should be reported to the proper person

K5 State why it is important to ensure all appropriate equipment is safely turned off.

(OUTCOME 4)

To understand how to prepare food items for operation and service you need to:

K6 State why machinery should be cleared between tasks

K7 State why it is important to monitor the temperature of kitchen storage equipment and areas

K8 Describe the organisational menu requirements in terms of the type, quality and number of ingredients.

Did you know?
London's Brick Lane Beigel Bake never closes – the bakery is an East End institution and its kitchen is open 24 hours a day.

(OUTCOME 6)

To understand how to close the kitchen after operations you need to:

K9 State why tools and equipment should be cleaned and stored following use

K10 Describe organisational and legal requirements for food storage equipment when kitchen is closed

K11 State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use

K12 State who problems should be reported to.

Did you know?
The microwave oven was invented by US engineer Percy Spencer in the 1940s. The first available model, the Radarange, weighed around 340kg and cost $5,000.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

HINTS AND TIPS
A CLEAN MICROWAVE

Make it easier to clean cooked-on splatters from the inside of the microwave by first boiling a cup of water in the microwave for a couple of minutes. Then wait a few minutes to allow condensation to form. The condensation will help loosen the cooked-on splatters and make cleaning less hard work.

UNIT 296 (2PR17)

PRODUCE HEALTHIER DISHES

Eating healthily is becoming increasingly important to people. As the demand for healthier meals increases, you will need to know how to prepare dishes that meet your customers' expectations. This unit will help you to understand the ingredients and techniques you can use to create healthier dishes without sacrificing taste.

UNIT 296 (LEVEL 2 UNIT, 3 CREDITS)

PRODUCE HEALTHIER DISHES

Being able to prepare dishes that are healthier, but still taste and look good is a valuable skill. In this unit, you will cover many of the factors that can affect the nutritional quality of the food you prepare.

This unit is about preparing, cooking and finishing dishes which use healthier ingredients, preparation, cooking and finishing techniques.

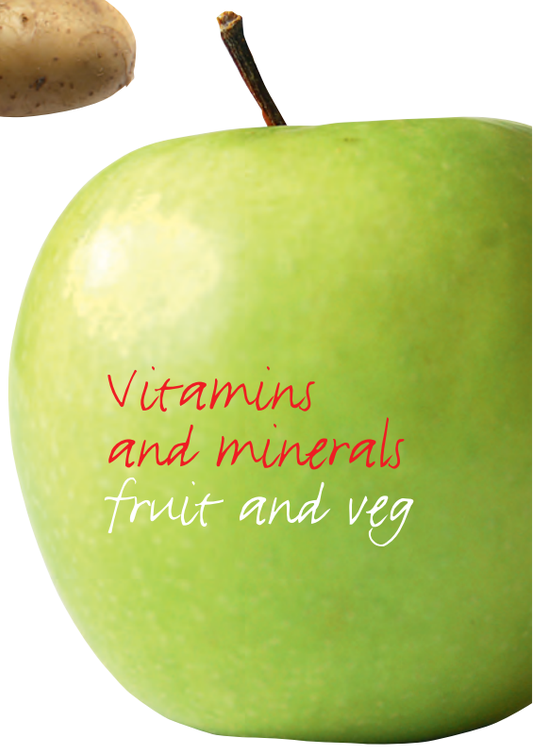
This unit has **two** learning outcomes:

1. Be able to produce healthier dishes
2. Understand how to produce healthier dishes.

Chicken and orange stir-fry
A fresh, exotic stir-fry made with chicken breast, oranges and crunchy green beans, topped with chillis and capers.

KNOW YOUR...
FOOD TYPES

Carbohydrates
potatoes, bread, pasta



Vitamins and minerals
fruit and veg

Proteins
meat, fish, lentils

Fats
meat, butter, oil

Fibre
cereals, fruits

Water

Useful words

5 A DAY
A government campaign to encourage people to eat at least five portions of fruit and vegetables a day.

BALANCED DIET
A diet that contains a range of different food types, to ensure that it has all the nutrients the body needs.

FOOD STANDARDS AGENCY
An independent government department tasked with protecting UK public health, in relation to food.

GOVERNMENT GUIDELINES
What our government recommends we do (or don't do) based on research. Government guidelines might be to eat more of some foods and less of another.

HEALTHIER FOOD
Dishes that use or leave out ingredients to make them better for us. Ways of making something healthier include using less salt, or reducing the amount of saturated fat.

NUTRITION
The dietary values of food and ingredients, and the way they help keep our bodies healthy.

NUTRITIONAL BENEFITS
The ways in which a food might be good for us. Dairy products, for example, contain calcium, which helps keep bones and teeth healthy.

UNIT 296 (2PR17)

PRODUCE HEALTHIER DISHES

Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

Did you know?
Fat is a concentrated source of energy. Just one gram provides nine calories – more than double the calories in a gram of protein or carbohydrate.

What you must do

(OUTCOME 1)

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

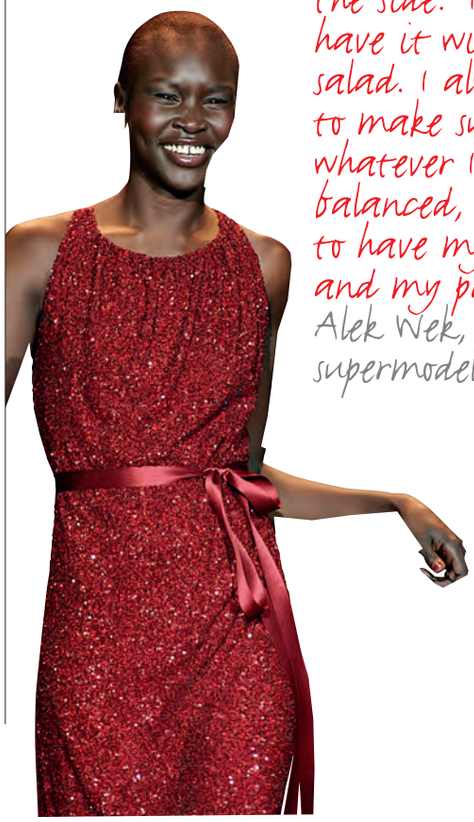
Circled numbers **must** be observed	1	2	3	4
1 Check ingredients meet dish requirements				
2 Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre				
3 Cook food in a way that maximises its nutritional value				
4 Use flavourings that minimise the use of salt and sugar				
5 Present dishes in a way that is attractive to the customer				
6 Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish.				

What you must cover

(OUTCOME 1)

You must show that you have covered **ALL** of the following:

	1	2	3	4
Dish All must be covered. At least **four** of these must be observed by your assessor.				
1 meat/poultry				
2 fish				
3 vegetables/fruit				
4 eggs				
5 pasta/rice/grain/pulses				
6 soups/sauces				
7 pastry				
8 bread/dough				
9 sponges/cakes/biscuits/scones				



'My favourite dish is grilled tuna with steamed spinach on the side. I usually have it with a salad. I always try to make sure that whatever I eat is balanced, as I like to have my greens and my protein.'
Alek Wek, supermodel

UNIT 296 (2PR17)

PRODUCE HEALTHIER DISHES

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

(OUTCOME 2)

To understand how to produce healthier dishes you need to:

K1 Describe the concept of a balanced diet and how this is important to good health

K2 State the government's current guidelines for healthy eating

K3 State the types and combinations of ingredients that make up a healthy dish

K4 Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes

K5 Describe the nutritional benefits of starchy foods, fruits, vegetables and pulses

K6 Explain how to read and interpret food labelling

K7 Describe how to select types, combinations and proportions of ingredients that will make a healthy dish

'We should get rid of the word "diet". As soon as you mention it, people think they will have to go without good food. Healthy eating is not a fad, it's a way of life.'
Lesley Waters, TV chef

K8 Describe what techniques can be used to prepare ingredients in a healthy way

K9 Describe what techniques can be used to cook the dish in a way that maximises its nutritional value

K10 State what healthier flavourings can be used as alternatives to salt and sugar

K11 Explain why it is important to present healthier dishes to customers in an attractive way and how to do so

K12 State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments

K13 State appropriate alternative healthier types of sauces, dressings, toppings and condiments.

HINTS AND TIPS
USING LESS SALT

Try flavouring food with lemon or lime juice and fresh herbs and spices, to cut down on salt. Onions, garlic and shallots are also clever, low-salt taste enhancers.

Notes and feedback

You or your assessor may use this space for any notes or additional comments about your work.

EXPERT ADVICE
LOW FAT

Eating less saturated fat helps to minimise risks of heart disease and can also help people lose weight. It is found mostly in food from animals, including beef, veal, lamb, pork, lard, butter, cream, milk, cheese and other dairy products. On average, UK adults' intake of saturated fats is currently too high for good health, according to government figures. To reduce the amount of saturated fat in a dish:

- Replace cream with yoghurt, fromage frais or crème fraîche.
- Poach, steam, grill or bake food rather than frying it.
- Swap whole milk for skimmed or semi-skimmed.
- Replace lard or butter with vegetable oil or low-fat spread.

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MORE INFORMATION

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FOOD HYGIENE LEGISLATION

WHAT THE LAW SAYS

There are two main pieces of legislation that affect people working in the food industry.

These are:

- The Food Hygiene (England) Regulations 2006 (and equivalent regulations in Scotland, Wales and Northern Ireland)
- European Regulation 852/2004 on the hygiene of foodstuffs

Everyone who prepares or cooks food for a living is affected by these Regulations. It doesn't matter whether you're working on a hot-dog stall or in a hotel restaurant – you must still follow the Regulations.

Here is a summary of what the Regulations say you and your employer must do.

SAFETY PROCEDURES AND DOCUMENT-KEEPING

The business you work in must have food safety procedures permanently in place, and these must be written down. Records must be kept showing how these procedures are followed.

The safety plan must be based on the principles of HACCP, which stands for Hazard Analysis Critical Control Point. This means that whoever is drawing up the safety procedures should identify potential hazards and decide what things should be done, and when they should be done, to reduce the chances of problems happening.

The idea is that if you prevent problems from happening in the first place, there's no need to spend a lot of time inspecting or testing food to see if it meets quality requirements.

PREMISES

The premises you work in must be registered with the local authority.

Premises must be clean and maintained in good condition. The layout of the premises should allow adequate maintenance, and there should be enough room to carry out your work hygienically.

There should be proper toilet facilities, which should not open directly onto rooms where food is handled. There should also be separate washbasins for cleaning hands. These should have hot and cold water and hygienic drying facilities.

Premises should be well ventilated and well lit. There should be adequate drainage to the premises and, if necessary, facilities to change clothes. Rooms where food is prepared should have surface finishes that are easy to clean and, if necessary, disinfect.

Cleaning chemicals and disinfectants must not be stored in food handling areas.

EQUIPMENT

Anything that comes into contact with food must be cleaned frequently enough to avoid the risk of contamination. It should be kept in good condition and installed in a way that allows cleaning of the equipment and the surrounding areas.

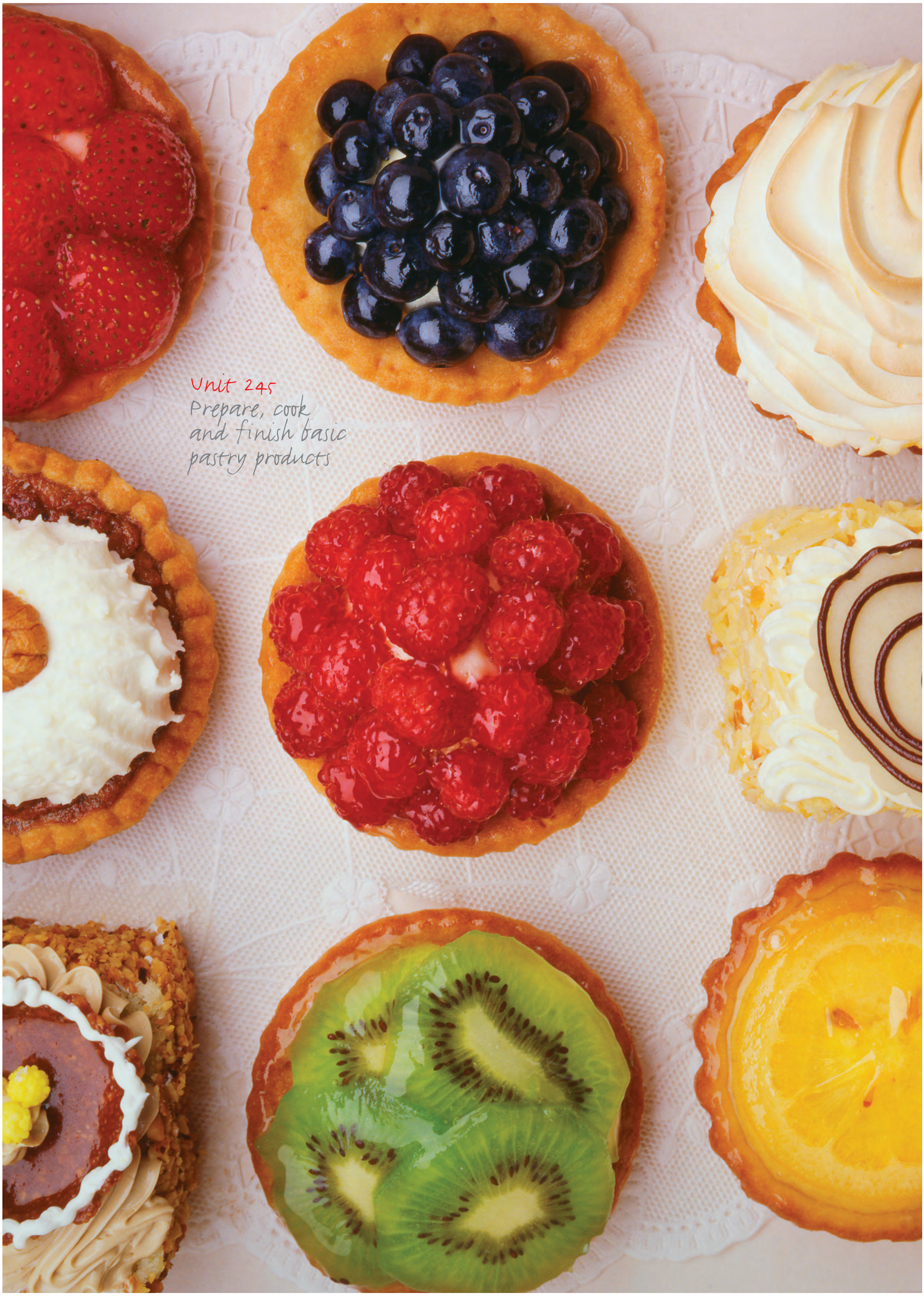
FOOD WASTE AND RUBBISH

Food waste and other rubbish must be removed from food preparation areas as soon as possible to avoid it building up. It should be stored in closable containers that can be cleaned and disinfected if necessary. Waste should be disposed of in a hygienic and environmentally friendly way.

WATER

There must be an adequate supply of drinking water, to be used whenever necessary to ensure that food is not contaminated. Ice must be made from drinking water. Water that is not suitable for drinking should not be allowed to contaminate food.

Continued on page 266



Unit 245
Prepare, cook and finish basic pastry products

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FOOD HYGIENE LEGISLATION

Continued from page 264

PERSONAL HYGIENE

You must maintain a high level of personal cleanliness and work in a clean and hygienic way. You must wear suitable, clean clothing and, if necessary, protective clothing.

You must not handle food or enter a food handling area if you have or are carrying a disease likely to be transmitted though food, if you have infected wounds, skin infections or sores, or if you have diarrhoea. You must tell your manager immediately if you have any such illness or symptoms.

FOOD QUALITY

You must reject any ingredients or materials if you know or suspect them to be contaminated in a way that would make food produced with them unfit for human consumption.

Ingredients and materials should be stored in conditions that protect them from contamination and deterioration.

You must protect food against any contamination likely to make it unfit for human consumption or harmful to health.

The business you work in must have adequate procedures to control pests and to prevent animals from entering places where food is prepared, handled or stored.

Hazardous substances must be adequately labelled and stored in separate, secure containers.

Unit 249
Prepare, cook and finish basic cold and hot desserts.

TEMPERATURE

You must not keep foods at temperatures that might cause a risk to health.

Cold foods must be kept at 8°C or below.
This is a legal requirement in England, Wales and Northern Ireland. In Scotland, food must also be kept cold.

Hot foods must be kept at 63°C or above.
This is a legal requirement throughout the UK.

When you reheat food, make sure that it is piping hot all the way through. In Scotland, there is a legal requirement for reheated foods to reach at least 82°C.

Foods that are to be kept or served at chilled temperatures must be cooled as quickly as possible after preparation or cooking.

You are allowed to have foods outside these temperature ranges for limited periods of time to allow you to prepare, transport, store, display and serve food, providing this does not cause a risk to health. These times are as follows:

- Cold foods may be kept above 8°C for up to four hours. You should only do this once. If any food is left after this time, it should be thrown away or kept chilled at 8°C or below until it is used.
- Hot foods can be kept above 63°C for up to two hours. You should only do this once. If any food is left after this time, you should throw it away, reheat it to 63°C or above, or cool it as quickly as possible to 8°C or below. The food should be kept at a safe temperature until it is used.

Food should only be kept outside of temperature control when it is necessary to do so. It is important not to keep food outside of temperature control for longer than the time stated.

DEFROSTING

Defrosting of food must be done in a way that minimises the risk of harmful bacteria growing in the food. While defrosting, food should be kept at a temperature that will not result in a risk to health.

Liquid that results from defrosting, and that may present a risk to health, should be adequately drained off.

After defrosting, food must be handled in way that minimises the risk of harmful bacteria growing.

WRAPPING AND PACKAGING

Materials used for packaging and wrapping must not cause contamination to the food.

Wrapping materials should be stored in such a way that they are not exposed to the risk of contamination.

Wrapping and packaging of food should be done in a way that avoids contamination. Containers such as glass jars or cans should be clean and undamaged.

Wrapping and packaging that is to be reused must be easy to clean and, if necessary, disinfect.

TRAINING

Food businesses must ensure that staff who handle the food are supervised and instructed and/or trained in food hygiene in a way that is appropriate to the work they do.

The person who is responsible for the business's food safety management procedures must have had adequate training to enable them to do this.

HOW THE LAW IS ENFORCED

Local authorities have responsibility for enforcing food hygiene laws. Your workplace may be inspected by enforcement officers to ensure the regulations are being observed. They may do this on a routine visit, or as a result of a complaint. They have the right to enter and inspect your workplace at any reasonable time, which will probably happen without warning.

Officers have the power to take action to protect the public. This action can include:

- taking food samples
- inspecting records
- making a written request to your business to fix any problems
- serving a formal legal notice ordering you to fix problems, or forbidding you from using certain processes, premises or equipment
- recommending a prosecution if the matter is serious.

Unit 227
Cook and finish basic fish dishes

Law enforcement
Your workplace may be inspected by enforcement officers to ensure the regulations are being observed.

BEST PRACTICE

Here are some guidelines to preparing food hygienically. These are not set down in the Regulations, but should be followed to ensure that you avoid any problems.

HANDWASHING

This is extremely important to stop harmful bacteria spreading from your hands into food, or onto surfaces or equipment. You should wash your hands:

- every time you enter the food preparation area, such as after a break or after going to the toilet
- before preparing food
- after touching raw food, such as meat or poultry, or eggs
- after handling food waste or other rubbish, or emptying a bin
- after cleaning
- after blowing your nose
- after changing a dressing or touching an open wound.

You should dry your hands thoroughly on a disposable towel. Bacteria spread more easily if your hands are wet or damp.

HOW TO WASH YOUR HANDS

The Chartered Institute of Environmental Health recommends the following method for washing your hands:

- use hot running water – ideally 40–50°C
- wet hands, then apply an unperfumed bactericidal soap
- rub hands vigorously for 15–20 seconds, ensuring both hands are washed and attention is paid to washing thumbs, between the fingers, the fingertips and under the nails
- rinse hands under running water
- dry hands thoroughly using a clean, dry paper towel
- use paper towel to turn off tap.

Unit 250
Prepare and present food for cold presentation

MEDICAL PROBLEMS

Tell your boss immediately if you become aware of any skin, nose, throat or bowel problems. If you have diarrhoea or vomiting, you should not return to work until 48 hours after the symptoms have gone. Ensure that any cuts or sores are covered with blue waterproof dressings.

CLEANLINESS

Keep yourself clean and wear clean clothing at all times. Keep your hair tied back and wear a suitable head covering, such as a hat or hairnet, when preparing food. Do not wear watches or jewellery when preparing food. Avoid touching your face and hair. Do not smoke, spit, sneeze, eat or chew gum when handling food.

CROSS-CONTAMINATION

Cross-contamination occurs when bacteria are transferred from one item to another. This may happen when raw food comes into contact with food that is already prepared or cooked, or with equipment and surfaces.

Cross-contamination is one of the most common causes of food poisoning. To avoid it:

- after you have prepared raw food, clean all surfaces and equipment thoroughly before you use them again
- use different coloured chopping boards and knives for raw and ready-to-eat food
- ensure that you wash your hands thoroughly before preparing food and after touching raw food
- avoid unnecessary handling of food
- keep raw and ready-to-eat foods separate at all times
- store raw food underneath ready-to-eat food in the refrigerator. If possible, have one fridge for ready-to-eat food and another for raw food
- dispose of food waste and other rubbish properly in a sealed container. Always wash your hands after handling rubbish.

CLEANING

Proper cleaning is vital to get rid of bacteria on surfaces, equipment and hands. You should observe the handwashing guidelines on page 268 and keep surfaces and equipment clean as you go. Clean up between tasks, especially after you have handled raw food. Clean up any spillages as they occur and clean work surfaces thoroughly.

Wash kitchen cloths and sponges regularly and leave them to dry before using them again. Use disposable kitchen towels to wipe work surfaces and chopping boards.

Do not use a towel or cloth that you have wiped your hands on to wipe surfaces or equipment.

Food hygiene

Cross-contamination is one of the most common causes of food poisoning.

CHILLING

Keeping food properly chilled helps to stop bacteria from multiplying. You should be aware of what foods need to be kept chilled. Anything that has a use-by date, has been cooked or is ready to eat, such as prepared salads or desserts, should be kept chilled:

- check foods as they are delivered to ensure that they are cold enough and put them in the fridge straight away
- cool cooked food as quickly as possible, then store it in the fridge
- keep chilled food out of the fridge for as short a time as possible while you are preparing it
- ensure that your fridges and chiller display units are working properly and are cold enough.

COOKING

Cooking food at the correct temperature will kill any harmful bacteria that are present. It is important to make sure when cooking or reheating food that it is piping hot all the way through. This means you should see steam rising from all parts of the food.

It is particularly important to thoroughly cook poultry and pork, rolled joints and products made from minced meats, such as sausages and burgers. These should not be served pink or rare. Whole pieces of meat, such as joints or steaks, can be served rare as long as the outside of the meat is fully sealed.

MORE INFORMATION

Food Standards Agency

The Food Standards Agency is an independent government department responsible for safeguarding public health in the UK in relation to food. Information and advice on regulations relating to food hygiene can be found on the agency's website at www.food.gov.uk.

FURTHER RESOURCES

BOOKS

City & Guilds endorses the following:

ProActive Diploma in Professional Cookery Level 1 Candidate Handbook, Holly Bamunuge, Adrian Pickering, Mark Pickering, Ben Ross, Judi Strain, Dereick Rushton, Series Editor Pam Rabone, Heinemann (ISBN 978 0 435033 72 9)

ProActive NVQ/SVQ and Technical Certificate Level 2 Professional Cookery Candidate Handbook, Holly Bamunuge, Trevor Eeles, Mark Furr, Shyam Patiar, Dereick Rushton, Sue J Wood, Series Editor Pam Rabone, Heinemann (ISBN 978 0 435027 16 2)

ProActive Diploma in Professional Cookery Level 2 Candidate Handbook, Holly Bamunuge, Trevor Eeles, Mark Furr, Shyam Patiar, Dereick Rushton, Series Editor Pam Rabone, Heinemann (ISBN 978 0 435033 73 6)

Other useful books include:

The Theory of Catering (11th edition), Ronald Kinton, Victor Ceserani and David Foskett, Hodder Arnold (ISBN 978 0 340939 26 0)

Practical Cookery (11th edition), David Foskett, Victor Ceserani and Ronald Kinton, Hodder Arnold (ISBN 978 0 340948 37 8)

Professional Chef 2, Gary Hunter, Terry Tinton, Patrick Carey, Steven Walpole, Thomson Learning (ISBN 978 1 844805 05 1)

Advanced Practical Cookery: A Textbook for Education and Industry (4th edition), John Campbell, David Foskett and Victor Ceserani, Hodder Arnold (ISBN 978 0 340912 35 5)

WEBSITES

City & Guilds endorses the following:

www.heinemann.co.uk/proactive
An online resource providing an integrated programme of e-learning, textbooks, tutor support, e-portfolio and assessment for Level 2 catering courses.

Other useful websites include:

www.hse.gov.uk
The Health and Safety Executive, a government website that provides information and advice to people about health and safety at work.

www.hospitalityaction.org.uk
A charity that provides support for people in the hospitality industry. Includes The Ark Foundation, which aims to educate hospitality industry students, employees and management about the dangers of alcohol dependency and other drug misuse.

www.russums-shop.co.uk
An online shop selling clothing, equipment and books for professional chefs.

www.people1st.co.uk
The sector skills council for hospitality, leisure, travel and tourism in the UK.

FURTHER QUALIFICATIONS

Level 3 Diploma in Hospitality Supervision and Leadership: a qualification for people who work in a variety of hospitality and catering businesses, from small restaurants to large hotels.

PERIODICALS

Caterer and Hotelkeeper (Reed Business Information) Published weekly, *www.catererandhotelkeeper.com*.

Restaurant (William Reed Business Media) Published monthly, *www.bighospitality.co.uk*.

Unit 240

Prepare, cook, and finish basic pasta dishes

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‘Embarking on this course is just the start of your culinary adventure.’

Marcus Wareing, Head Chef,
Marcus Wareing at the Berkeley Hotel

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