

# Level 3 NVQ Diploma in Professional Cookery (7133) - Framework version

## Guidance document/recording forms

Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) (7133-01)

Level 3 NVQ Diploma in Professional Cookery (7133-02)

Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionary) (7133-03)



**carols**

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Accepted set by carols

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# 1 About your logbook

## 1.1 Contact details

<b>Learner name</b>	
<b>Learner enrolment no</b>	
<b>Centre name</b>	
<b>Centre number</b>	
<b>Start date</b>	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

<b>Your Assessor(s)</b>	
<b>Your Internal Verifier</b>	
<b>Your centre contact</b>	

# 1 About your logbook

## 1.2 Introduction to the logbook

This logbook will help you complete your Framework Qualification, National Vocational Qualification (NVQ) or Scottish Vocational Qualification (SVQ). It contains

- the units you need to achieve to complete your qualification
- information about your responsibilities as a Learner
- forms you can use to record and organise your evidence.

It will also tell you:

- about Framework Qualification NVQs and SVQs
- what you need to do to complete your Framework Qualification NVQs and SVQs
- who will help you.

### **About City & Guilds**

City & Guilds is your awarding organisation for this qualification. City & Guilds is the UK's leading awarding organisation for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **[www.cityandguilds.com](http://www.cityandguilds.com)**.

## 2 About Framework Qualification, NVQs and SVQs

### 2.1 What are NVQs and SVQs?

Framework National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) are nationally recognised qualifications gained in the workplace or in a realistic working environment. They are based on National Occupational Standards, which are standards written by employers and experts in your industry.

When you achieve your qualification it will prove that you can work to the standards expected by employers in your industry. Your qualification will show you are competent to do a job and have the skills, knowledge and understanding needed to do it well.

N/SVQs are work based qualifications, so you should choose the qualification that best matches the type of work you already carry out, or expect to carry out in the future. If you are not in work, your centre will need to arrange a work placement for you to gain the necessary skills and to be assessed.

#### Choosing your qualification

There are different levels of qualifications. The table gives a brief description of the different N/SVQ levels. You don't always have to start at level 1 as you can start at the level that best matches your work or role.

Level	What you have to show to achieve the qualification
1	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
2	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well defined tasks and address straight forward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
3	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

## 2 About Framework Qualification, NVQs and SVQs

### 2.2 The structure of NVQs and SVQs

#### How is an N/SVQ made up?

Each N/SVQ is made up of a number of **units**. Each unit covers a different work activity and a credit value attached to the unit. To achieve the full qualification you have to complete a set number of units outlined within the qualification.

Your centre will explain which units you need to take and help you choose those that best match your job.

#### Mandatory units

You will have to complete all of these units to get your qualification

#### Optional units

You may be able to choose from a number of optional units. You will be helped to choose the best optional units to match your job or interests.

If you are taking an apprenticeship then you must take Unit 666 entitled Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10).

#### Structure of a unit

Units describe what you must be able to do to show you can competently perform activities in your job. Units are broken down into

- **outcomes** – these are either related to tasks you must be able to do or knowledge you must know or understand
- **what you must do** – which describe what you have to do to for each practical task
- **what you must know how to** – describing what you need to know and understand
- **what you must cover/range statements** – describe the situations in which you must be able to perform the tasks

## **3 About your centre**

### **3.1 Types of centres**

Assessment for your qualification will be carried out at your centre. Your centre may be your place of work, a college, training provider or a combination of these.

City & Guilds approves centres to offer qualifications and regularly monitors them to make sure they meet our quality standards and follow our assessment policies.

#### **Centre responsibilities**

Your centre is responsible for the administration of your qualification. Centre staff will

- register you with City & Guilds
- give you your City & Guilds enrolment number
- apply for your certificate(s) when you have completed your N/SVQ or units.

Centres are also responsible for supporting you as you work towards your qualification. Centres will

- carry out an initial assessment with you
- tell you about any learning or training (and resources) you will need to help you complete your qualification
- provide an induction programme to explain how the assessment process works
- produce an assessment plan for you.



## 3 About your centre

### 3.2 Assessment roles

#### Who will be involved in your qualification?

Assessment for your qualification is carried out at your centre. Your centre may be your place of work, a college, training provider or a combination of these. The people involved in the assessment process are listed below.

#### The assessor

This may be your manager or supervisor at work or maybe someone specifically sent into your workplace to carry out the assessment. They will

- carry out an initial assessment of the tasks you do as part of your job role and check these against the qualification content
- observe you carrying out your job over a period of time
- ask you questions about the work you do
- assess when you are competent and meet the national standards

#### The internal verifier

- is employed by your centre to maintain the quality of the occupational assessment

#### The external verifier

- is employed by City & Guilds to ensure that your centre meets the required national standard

#### Witnesses

- Witnesses do not determine your overall competence but may provide evidence of your work for your assessor to judge.

#### Which qualification should you choose?

You should choose an NVQ that best matches the kind of work you already carry out. You don't always have to start at level 1 and the NVQ should reflect the job role that you currently do or intend to do.

#### How is an NVQ made up?

Each NVQ is made up of a number of **units** each covering a different work activity. Each unit also has a credit value, following the qualification rules you must achieve the minimum number of credits required. You will be required to undertake a combination of **mandatory** and **optional** units.

**Mandatory Units** – You will have to achieve all of these to get your NVQ. You may also have to achieve some optional units.

**Optional Units** – You may be able to choose from a number of optional units. You will be helped to choose the best optional units to match your job or interests.

## 4 About N/SVQ Learners

### Learner role and responsibilities

Your responsibilities as a City & Guilds learner are to

- provide your centre with your personal details so you can be registered with City & Guilds
- participate in an initial assessment and induction
- agree a personal assessment plan with your assessor
- collect and organise your evidence as agreed in your assessment plan
- attend regular meetings with your assessor to discuss your progress and to amend your plan when required
- meet with other centre and City & Guilds staff to talk about your qualification and evidence
- make sure you understand and comply with Health and Safety law and regulations
- be clear about your right of appeal if you feel the assessment is not fair

Your centre **may** ask you to agree and sign a learning contract with them to show how you will be assessed for your qualification.

### Learner enrolment number

Make sure you keep a note of your unique City & Guilds enrolment number on the front page of this logbook.

You will need this number again if you take any other City & Guilds qualifications. Using the same enrolment number helps City & Guilds keep a record of every unit and qualification you complete.

### Moving to a new centre

If you change jobs or move to a new centre before you complete your N/SVQ, you may be able to complete it at a new centre. Ask your centre to apply for any certificates of unit credit for you before you leave, and add them to your N/SVQ records.

A new centre will need your Learner Enrolment Number, your assessment records and evidence to help you complete your qualification.

## 5 The assessment process

### 5.1 Before you start your N/SVQ

#### The assessment process

Once you have chosen your units you will make and agree an assessment plan with your assessor. This will show

- the units that the plan covers
- when you will be assessed
- where the assessment will take place
- what you will be doing
- what evidence you will produce

The plan should also indicate the methods of assessment to be used to collect your evidence. For example;

- Observation
- Work product – photographs, videos
- Projects and assignments
- Questioning
- Candidate peer reports
- Witness testimonies
- Expert witness
- Professional discussion
- Simulation – is allowed only where stated in the unit

Your assessor will find tasks which you do and agree the best method of assessment from the above list some tasks will produce evidence for more than one unit. If you don't meet the standards the first time you are assessed, you can take time to improve your skills and be assessed again when you are ready.

You and the assessor will agree what you need to do for each unit and will record this in your assessment and review plan.

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**Guilds**

## 6 Qualification structures

### Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) (7133-01)

To achieve the Level 3 NVQ Diploma in Professional Cookery:

#### Candidates registered before 1st January 2013\*:

Candidates must achieve a minimum of 56 credits:

- 17 credits from (203, 302, 304)
- plus 33 credits from Section A Optional Units (332, 334 - 335, 337, 339 - 340, 342 - 343,353)
- plus 6 credits from Section B Optional Units (296, 303, 309, 330, 333, 336, 338, 341, 344-352, 354 - 356, 666)

#### Candidates registered after 1st January 2013\*\*:

Candidates must achieve a minimum of 56 credits

- 17 credits from (203, 302, 305)
- plus 33 credits from Section A Optional Units (332, 334 - 335, 337, 339 - 340, 342 - 343,353)
- plus 6 credits from Section B Optional Units (296, 303, 309, 330, 333, 336, 338, 341, 344-352, 354 - 356, 666)

		Unit title	Credit value	GLH
<b>Mandatory units</b>				
HSL2	302	Develop productive working relationships with colleagues	9	27
HSL4	304*	Maintain the health, hygiene, safety and security of the working environment	4	27
	305**	Maintain the health, hygiene, safety and security of the working environment	4	27
2GEN3/09	203	Maintain food safety when storing, preparing and cooking food	4	32
<b>Section A Optional Units</b>				
3FP1/10	332	Prepare fish for complex dishes	3	21
3FP3/10	334	Prepare meat for complex dishes	4	28
3FP4/10	335	Prepare poultry for complex dishes	3	23
3FC1/10	337	Cook and finish complex fish dishes	4	38
3FC3/10	339	Cook and finish complex meat dishes	4	31
3FC4/10	340	Cook and finish complex poultry dishes	4	31
3FC6/10	342	Cook and finish complex vegetable dishes	4	30
3FPC1/10	343	Prepare, cook and finish complex hot sauces	4	25
3FPC11/10	353	Prepare, cook and finish dressings and cold sauces	3	20

## Section B Optional Units

		Unit title	Credit value	GLH
3FP2/10	333	Prepare shellfish for complex dishes	4	28
3FP5/10	336	Prepare game for complex dishes	4	28
3FC2/10	338	Cook and finish complex shellfish dishes	4	31
3FC5/10	341	Cook and finish complex game dishes	4	36
3FPC2/10	344	Prepare, cook and finish complex soups	4	29
3FPC3/10	345	Prepare, cook and finish fresh pasta dishes	4	29
3FPC4/10	346	Prepare, cook and finish complex bread and dough products	4	27
3FPC5/10	347	Prepare, cook and finish complex cakes, sponges, biscuits and scones	5	35
3FPC6/10	348	Prepare, cook and finish complex pastry products	3	29
3FPC7/10	349	Prepare, process and finish complex chocolate products	5	42
3FPC8/10	350	Prepare, process and finish marzipan, pastillage and sugar products	5	42
3FPC9/10	351	Prepare, cook and present complex cold products	5	38
3FPC10/10	352	Prepare, finish and present canapés and cocktail products	4	32
3FPC12/10	354	Prepare, cook and finish complex hot desserts	3	26
3FPC13/10	355	Prepare, cook and finish complex cold desserts	3	31
3FPC14/10	356	Produce sauces, fillings and coatings for complex desserts	4	33
2PR17	296	Produce healthier dishes	3	28
HSL3	303	Contribute to the control of resources	4	30
HSL9	309	Contribute to the development of recipes and menus	4	22
HSL30	330	Ensure food safety practices are followed in the preparation and serving of food and drink	5	35
PERR/10	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

## Level 3 NVQ Diploma in Professional Cookery (7133-02)

To achieve the Level 3 NVQ Diploma in Professional Cookery

### Candidates registered before 1st January 2013\*

Candidates must achieve a minimum of 56 credits

17 credits from (203, 302, 304)

plus a minimum 39 credits from (296, 303, 309, 330, 332 - 356, 666)

### Candidates registered after 1st January 2013\*\*

Candidates must achieve a minimum of 56 credits

17 credits from (203, 302, 305)

plus minimum 39 credits from (296, 303, 309, 330, 332 - 356, 666)

		Unit title	Credit value	GLH
<b>Mandatory units</b>				
HSL2	302	Develop productive working relationships with colleagues	9	27
HSL4	304*	Maintain the health, hygiene, safety and security of the working environment	4	27
	305**	Maintain the health, hygiene, safety and security of the working environment	4	27
2GEN3/09	203	Maintain food safety when storing, preparing and cooking food	4	32
<b>Section A Optional units</b>				
3FP1/10	332	Prepare fish for complex dishes	3	21
3FP2/10	333	Prepare shellfish for complex dishes	4	28
3FP3/10	334	Prepare meat for complex dishes	4	28
3FP4/10	335	Prepare poultry for complex dishes	3	23
3FP5/10	336	Prepare game for complex dishes	4	28
3FC1/10	337	Cook and finish complex fish dishes	4	38
3FC2/10	338	Cook and finish complex shellfish dishes	4	31
3FC3/10	339	Cook and finish complex meat dishes	4	31
3FC4/10	340	Cook and finish complex poultry dishes	4	31
3FC5/10	341	Cook and finish complex game dishes	4	36
3FC6/10	342	Cook and finish complex vegetable dishes	4	30
3FPC1/10	343	Prepare, cook and finish complex hot sauces	4	25
3FPC2/10	344	Prepare, cook and finish complex soups	4	29
3FPC3/10	345	Prepare, cook and finish fresh pasta dishes	4	29
3FPC4/10	346	Prepare, cook and finish complex bread and dough products	4	27

3FPC5/10	347	Prepare, cook and finish complex cakes, sponges, biscuits and scones	5	35
3FPC6/10	348	Prepare, cook and finish complex pastry products	3	29
3FPC7/10	349	Prepare, process and finish complex chocolate products	5	42
3FPC8/10	350	Prepare, process and finish marzipan, pastillage and sugar products	5	42
3FPC9/10	351	Prepare, cook and present complex cold products	5	38
3FPC10/10	352	Prepare, finish and present canapés and cocktail products	4	32
FPC11/10	353	Prepare, cook and finish dressings and cold sauces	3	20
3FPC12/10	354	Prepare, cook and finish complex hot desserts	3	26
3FPC13/10	355	Prepare, cook and finish complex cold desserts	3	31
3FPC14/10	356	Produce sauces, fillings and coatings for complex desserts	4	33
2PR17	296	Produce healthier dishes	3	28
HSL3	303	Contribute to the control of resources	4	30
HSL9	309	Contribute to the development of recipes and menus	4	22
HSL30	330	Ensure food safety practices are followed in the preparation and serving of food and drink	5	35
PERR/10	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16



## Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (7133-03)

To achieve the Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery):

### Candidates registered before 1st January 2013\*

Candidates must achieve a minimum of 46 credits

- 17 credits from (203, 302, 304)
- plus minimum 29 credits from (303, 309, 330, 346 - 350, 354 - 356, 666)

### Candidates registered after 1st January 2013\*\*

Candidates must achieve a minimum of 46 credits

- 17 credits from (203, 302, 305)
- plus minimum 29 credits from (303, 309, 330, 346 - 350, 354 - 356, 666)

		Unit title	Credit value	GLH
<b>Mandatory units</b>				
HSL2	302	Develop productive working relationships with colleagues	9	27
HSL4	304*	Maintain the health, hygiene, safety and security of the working environment	4	27
	305**	Maintain the health, hygiene, safety and security of the working environment	4	27
2GEN3/09	203	Maintain food safety when storing, preparing and cooking food	4	32
<b>Section A Optional units</b>				
3FPC4/10	346	Prepare, cook and finish complex bread and dough products	4	27
3FPC5/10	347	Prepare, cook and finish complex cakes, sponges, biscuits and scones	5	35
3FPC6/10	348	Prepare, cook and finish complex pastry products	3	29
3FPC7/10	349	Prepare, process and finish complex chocolate products	5	42
3FPC8/10	350	Prepare, process and finish marzipan, pastillage and sugar products	5	42
3FPC12/10	354	Prepare, cook and finish complex hot desserts	3	26
3FPC13/10	355	Prepare, cook and finish complex cold desserts	3	31
3FPC14/10	356	Produce sauces, fillings and coatings for complex desserts	4	33
HSL3	303	Contribute to the control of resources	4	30
HSL9	309	Contribute to the development of recipes and menus	4	22
HSL30	330	Ensure food safety practices are followed in the preparation and serving of food and drink	5	35
PERR/10	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

## 7 Completing your logbook

### Recording forms

City & Guilds has developed these recording forms, for new and existing centres to use as appropriate. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which **must be approved** for use by the **external verifier** before they are used. Alternatively, City & Guilds endorses various electronic e-portfolios.

#### Learner and centre contact details

This form can be used to record candidate and centre details and the NVQ being assessed. It is the first page of the candidate portfolio.

#### CV

This can be used if the candidate does not have an appropriate Curriculum Vitae (CV) for inclusion in the portfolio. The CV helps to indicate “inference of competence over time” by showing what jobs have previously been undertaken by you the learner.

#### Skill scan/Initial assessment

This can be used to record the skills and knowledge which the learner already has as part of an initial action plan.

#### Expert/witness status list

This is used to record the details of all those that have witnessed learner evidence.

#### Expert witness record

This is used to record details of the individual expert witnesses.

#### Unit record

A unit record summaries all the activities and tasks undertaken to complete the unit.

#### Unit assessment and verification declaration

This written declaration should be completed at the end of each unit to meet the QCA requirement for a statement on authenticity. It is signed by the assessor and learner and states that the evidence is authentic and that the assessment was conducted under specified conditions or context.

#### Summary of Unit achievement

The unit declaration sheet can be completed as an ongoing process. Once all the units that make up your qualification have been completed, you along with your assessor must complete the form by signing and dating the declaration statement that all of the evidence meets the required criteria.

#### Please photocopy forms as required

## Your CV

If you already have your own CV you can use that instead of this form.



Name

Address

Telephone Number

Date of birth

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 last 5 years

Interests

# Skill scan/Initial assessment



Level \_\_\_\_ NVQ in \_\_\_\_\_

Credits required to achieve qualification \_\_\_\_\_

Activities undertaken – do you

Mandatory Units – Title	often	s/c	a/ne	Comments/Action
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Optional units –

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Assessment Site.....

Learner Signature..... Learner Name (Print).....

Assessor Signature.....

Date.....



## Expert Witness Record

An Expert Witness has contributed to the evidence included in this learner's Unit Records.

### Expert Witness details

<b>Surname</b>		<b>First name</b>	
----------------	--	-------------------	--

<b>Job title</b>		<b>Name of workplace</b>	
------------------	--	--------------------------	--

<b>Relationship to candidate</b>	manager <input type="checkbox"/> supervisor <input type="checkbox"/> Subject matter expert: specify: <input type="checkbox"/>		
----------------------------------	---	--	--

I confirm that I fully understand the standards that I will be providing an expert opinion on to confirm the technical competency of the learner.

<b>Witness signature</b>		<b>Date</b>	
--------------------------	--	-------------	--

### Assessor details

<b>Surname</b>		<b>First name</b>	
----------------	--	-------------------	--

I confirm that the Expert Witness, detailed above, is:

*(please tick)*

1. technically competent in all of the areas they will be providing an expert opinion on
2. has been fully briefed on the role of an Expert Witness
3. has been briefed on and understands the occupational standards
4. has been briefed on and understands how to record their evidence

<b>Assessor's signature</b>		<b>Date</b>	
-----------------------------	--	-------------	--

This completed form should be inserted into the front of the learner's Unit Records file



# Unit record Example 1

UNIT 101 (1 GEN 1)

3

## MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

### Evidence

This SSP/CG is to record the evidence you need to do to complete this unit. The unit is that you should be able to complete the following learning outcomes

No.	Method	Summary of evidence	Assessor
1	O	01.04.2010 Samir was using appropriate personal protective equipment. He follows all hygiene, safety procedures and uses tools, equipment and materials in a safe and secure manner. He is able to identify and report any unsafe conditions.	TO
2	Q	01.04.2010 I would report any unsafe conditions to my supervisor. 2. Who would be the appropriate person to tell if any grazes or cuts/wounds? Milldy Noonan-First Alder	TO
3	WI	21.04.2010 Elpert witness statement: money recorded on OVR-PRN 1 MCI (t' Niang) Reference - Signpost 1 and Sift hygiene 111. **8 1. The following standards are for Standards - Good practice for Gold	TO
4	WP	Temperature sheets; it is by Samir for a 7 day period 14.04.10-21.04.10 t.J. in file - nchetsoWce	TO

Legend: O Observation; PO Professional discussion; Q Questioning; WI Witness statement; WP Work product

**Questions**  
Questions can be asked to fill in gaps in the 'be able to' and the 'what you must cover' sections. Questions can be asked during observations or afterwards separately.

**Expert witness**  
Expert witnesses can be used to provide evidence of inference of competence over time. The assessor needs to make sure that the quality of the testimony is sufficient.

**Expert witness testimony**  
Expert witness testimony can be provided in a written format or on a digital voice recorder.

**Observations**  
Observations can be recorded directly on the evidence summary sheets.

**Note**  
The amount of evidence in the observation can be summarised as the assessor is technically competent, but must be sufficient to meet the evidence requirements of the unit.

**Work product**  
Can be left in situ, it does not need to be included in the portfolio. This is called 'signposting'.

**Remember - Good Practice Note** It is good practice to use a range of different sources of evidence. This should enable a streamlined approach to the assessment process as it can show that you have gained competence over a period of time prior to the final assessment decision.



## Unit record – Example 2

UNIT 101 (1GEN1)

3

### MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

#### Evidence

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

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1	O	Ref Obs 1	TD
2	Q	Ref pages 12 - 13	TD
3	WT	Ref section 1 page 2	TD
4	WP	Ref temperature checks file Chef's office 14.04.10 – 21.04.10	TD

#### Questioning

Questions can be recorded on a separate sheet located somewhere in the portfolio.

#### Expert witness

As per previous example.

#### Referencing

The way in which an assessor references evidence can vary. Assessor may choose to use the terms appendices, ref portfolio referencing.

**Remember** – whatever referencing terms are used they should always be standard throughout each portfolio.

#### Observations

Observations can be recorded elsewhere on centre documents designed for the purpose and stored in a portfolio. Here the box is used to reference where the observational report evidence can be located.

#### Work product

Can be left in situ and signposted, as per previous example.

Photocopy if required

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

## Unit record Example 3

In this example the logbook has been cross referenced to the evidence without the use of the evidence summary sheet.

Here the referencing has been kept simple, with each piece of evidence having one number so all assessments are simply numbered and included as appendixes within the logbook.

### 4 UNIT 101 (1CEN1)

## BE ABLE TO MAINTAIN PERSONAL HEALTH AND HYGIENE (COVT1)

### What you must do

You'll find out that you can perform consistently to the same standard. This will be done by your assessor using various methods which must include observation or your performance.

	Ref:	01	02	
Shaded numbers must be observed		2	3	4
Wear clean, suitable and appropriate clothing, footwear and make-up		e	e	o o
Keep hair neat and tidy and use suitable personal care products		e	e	o o
3. Make sure that jewellery, perfume and cosmetics worn are in line with organisational standards		e	e	o o
4. Cuts, grazes and wounds are treated by the appropriate person		e	o o o	
5. Report any unsafe infections promptly to the appropriate person		e	e	o o







**UNIT 203 (2GEN3)**

**MAINTAIN FOOD SAFETY  
WHEN STORING,  
PREPARING AND  
COOKING FOOD**

**Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain food safety when storing, preparing and cooking food.**

**August 2010 Version 1.0**



# **MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD**

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This unit describes the craft competencies needed for preparing and cooking food safely, and focuses on the four main areas of control – cooking, cleaning, chilling and preventing cross-contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food. Separate units are available for those who serve and handle food in other ways, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

This unit has **nine** outcomes:

**Outcome 1**

Be able to keep self clean and hygienic

**Outcome 2**

Know how to keep self clean and hygienic

**Outcome 3**

Be able to keep working area clean and hygienic

**Outcome 4**

Know how to keep working area clean and hygienic

**Outcome 5**

Be able to store food safely

**Outcome 6**

Know how to store food safely

**Outcome 7**

Be able to prepare, cook and hold food safely

**Outcome 8**

Know how to prepare, cook and hold food safely

**Outcome 9**

Know how to maintain food safety

The typical day-to-day activities you might carry out for this unit include:

- Wearing the correct clean and suitable clothing appropriate for the job you do
- washing your hands thoroughly at appropriate times during handling, preparing and cooking food
- tying hair back and/or wearing appropriate hair covering
- avoiding unsafe behaviour such as touching your nose or mouth, chewing gum or smoking when working
- dealing correctly with cuts and grazes and reporting any illnesses you may be suffering from
- wiping and cleaning using clean and suitable cloths and equipment between tasks
- dealing correctly with any damaged or faulty surfaces and equipment
- disposing of waste quickly, safely and appropriately
- reporting any damage to walls, ceilings, food equipment, furniture and fittings
- reporting signs of any pests if they are present
- checking and storing deliveries at the correct temperatures
- keeping raw and ready-to-eat foods separate from each other
- rotating stock correctly
- completing accurate and timely records
- when necessary, defrosting foods safely
- checking foods for condition of food safety hazards before and during preparation, cooking/reheating
- using methods that prevent cross contamination that can happen between, for example, raw food, food in storage and preparation, and food that is ready to eat
- following correct procedures for foods that may cause allergenic reactions
- cooking/re-heating food thoroughly and safely
- holding cooked food at the correct temperature and for the correct time
- when necessary, chilling or freezing cooked food safely



# **MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD**

## **Evidence**

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

<b>No.</b>	<b>Method*</b>	<b>Summary of evidence or portfolio reference</b>	<b>Assessor initials</b>

Photocopy if required

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

# BE ABLE TO KEEP SELF CLEAN AND HYGIENIC (OUTCOME 1)

## 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.

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

## What you must cover

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

### Clothes

All must be covered. At least **4** of these must be observed once by your assessor.

1	Trousers	C	C	C	C
2	Tops/jackets	C	C	C	C
3	Coats	C	C	C	C
4	Disposable gloves	C	C	C	C
5	Shoes	C	C	C	C
6	Headgear	C	C	C	C
7	Aprons	C	C	C	C

### Appropriate times to wash your hands

All must be covered. At least **5** of these must be observed once by your assessor.

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

**Unsafe behaviour**

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

1	Failure to wash hands thoroughly, when necessary	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Touching your face, nose or mouth	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Blowing your nose	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Chewing gum	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Eating	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Smoking	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Scratching	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

# BE ABLE TO KEEP WORKING AREA CLEAN AND HYGIENIC (OUTCOME 3)

## 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.

**Shaded numbers must be observed**      1   2   3   4

<b>9</b>	Make sure <b>surfaces and equipment</b> are clean and in good condition	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>10</b>	Use clean and suitable cloths and equipment for wiping and cleaning between tasks	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>11</b>	Remove from use any surfaces and equipment that are damaged or have loose parts	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>12</b>	Report damaged surfaces, equipment to the person responsible for food safety	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>13</b>	Dispose of waste promptly, hygienically and appropriately	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>14</b>	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>15</b>	Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>16</b>	Identify, take appropriate action on any signs of pests	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>17</b>	Report any signs of pest to the appropriate person	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## What you must cover

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

### Surfaces and equipment

All must be covered. At least **2** of these must be observed once by your assessor.

1	Surfaces and utensils for preparing, cooking and holding food	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Surfaces and utensils used for displaying and serving food	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Appropriate cleaning equipment	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

**BE ABLE TO STORE FOOD SAFELY** (OUTCOME 5)**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.

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

**What you must cover**

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

**Storage areas**

All must be covered. At least **2** of these must be observed once by your assessor.

1	Ambient temperature	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Refrigerator	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Freezer	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

# BE ABLE TO PREPARE, COOK AND HOLD FOOD SAFELY (OUTCOME 7)

## 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.

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

## What you must cover

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

### Operations

All must be covered. At least **4** of these must be observed once by your assessor.

1	Defrosting food	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Preparing food, including washing and peeling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Cooking food	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Reheating food	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Holding food before serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Cooling cooked food not for immediate consumption	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Freezing cooked food not for immediate consumption	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

### Hazards

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

1	Bacteria and other organisms	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Chemical	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Physical	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Allergenic	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## 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.

### Know how to keep self clean and hygienic (Outcome 2) Ref.

- |     |  |
|-----|--|
| 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 are appropriate for different jobs in storage, preparation and cooking 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, 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 |
|-----|--|

### Know how to keep working area clean and hygienic (Outcome 4) Ref.

- |     |  |
|-----|--|
| 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 pest may be present

**Know how to store food safely**  
(Outcome 6)

**Ref.**

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 n procedures are important

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

**Know how to prepare, cook and hold food safely** (Outcome 8)

**Ref.**

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

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 possible of causing allergic reactions

K46 State what to if a customer asks if a particular dish is free from 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 , 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



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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

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**Know how to maintain food safety Ref. (Outcome 9)**

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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

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---

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

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**UNIT 296 (2PR17)**

## **PRODUCE HEALTHIER DISHES**

**Successful assessment of the unit proves that the learner has achieved the national occupational standard to produce healthier dishes**

**August 2010 Version 1.0**



## **PRODUCE HEALTHIER DISHES**

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This unit is about preparing, cooking and finishing dishes that use healthier ingredients, preparation, cooking and finishing techniques.

This unit has **two** outcomes:

### **Outcome 1**

Be able to produce healthier dishes

### **Outcome 2**

Understand how to produce healthier dishes

The typical day-to-day activities you might carry out for this unit include:

- checking the ingredients for the dish
- preparing the ingredients in a way that minimises fat, salt, sugar and maximises fibre content
- cooking the dish in a way that maximises its nutritional value
- using flavourings that minimise the use of salt and sugar
- presenting the dish in a way that is attractive to the customer
- serving the dish in a way that gives the customer a choice of sauces, dressings, toppings and condiments

# PRODUCE HEALTHIER DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PRODUCE HEALTHIER DISHES

(OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Check ingredients meet <b>dish</b> requirements	C	C	C	C
<b>2</b> Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre	C	C	C	C
<b>3</b> Cook food in a way that maximises its nutritional value	C	C	C	C
<b>4</b> Use flavourings that minimise the use of salt and sugar	C	C	C	C
<b>5</b> Present dishes in a way that is attractive to the customer	C	C	C	C
<b>6</b> Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish	C	C	C	C

## What you must cover

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

### Dish

All must be covered. At least **4** of these must be observed by your assessor.

1	Meat/poultry	C	C	C	C
2	Fish	C	C	C	C
3	Vegetables/fruit	C	C	C	C
4	Eggs	C	C	C	C
5	Pasta/rice/grain/pulses	C	C	C	C
6	Soups/sauces	C	C	C	C
7	Pastry	C	C	C	C
8	Bread/dough	C	C	C	C
9	Sponges/cakes/biscuits/scones	C	C	C	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.

### Understand how to produce healthier dishes (OUTCOME 2)

#### Ref.

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

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





**UNIT 302 (HSL2)**

**DEVELOP PRODUCTIVE  
WORKING  
RELATIONSHIPS WITH  
COLLEAGUES**

**Successful assessment of the unit proves that the learner has achieved the national occupational standard to develop productive working relationships with colleagues**

**August 2010 Version 1.0**



# **DEVELOP PRODUCTIVE WORKING RELATIONSHIPS WITH COLLEAGUES**

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This unit is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation. 'Colleagues' are any people you are expected to work with, whether they are in a similar position or in other positions. To cover this unit you also need to provide evidence for the associated underpinning behaviour.

This unit has **five** outcomes:

## **Outcome 1**

Develop productive working relationships with colleague

## **Outcome 2**

Use appropriate behaviours for developing productive working relationships with colleagues

## **Outcome 3**

Know and understand how to develop productive working relationships with colleagues using general knowledge

## **Outcome 4**

Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge

## **Outcome 5**

Know and understand how to develop productive working relationships with colleagues using context specific knowledge

## DEVELOP PRODUCTIVE WORKING RELATIONSHIPS WITH COLLEAGUES

### Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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.

**DEVELOP PRODUCTIVE WORKING RELATIONSHIPS WITH COLLEAGUES** (OUTCOME 1)

	1	2	3	4
<b>Shaded numbers must be observed</b>				
<b>1</b> Establish working relationships with all colleagues who are relevant to the work being carried out	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Recognise, agree and respect the roles and responsibilities of colleagues	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Understand and take account of the priorities, expectations and authority of colleagues in decisions and actions	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> Fulfil agreements made with colleagues and let them know	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>5</b> Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

<b>7</b> Exchange information and resources with colleagues to make sure that all parties can work effectively	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## USE APPROPRIATE BEHAVIOURS FOR DEVELOPING PRODUCTIVE WORKING RELATIONSHIPS WITH COLLEAGUES (OUTCOME 2)

Shaded numbers must be observed

	1	2	3	4
<b>9</b> Present information clearly, concisely, accurately and in ways that promote understanding	C	C	C	C
<b>10</b> Demonstrate that they seek to understand people's needs and motivations	C	C	C	C
<b>11</b> Demonstrate that they make time available to support others	C	C	C	C
<b>12</b> Demonstrate that they clearly agree what is expected of others and hold them to account	C	C	C	C
<b>13</b> Demonstrate that they know how to work to develop an atmosphere of professionalism and mutual support	C	C	C	C
<b>14</b> Demonstrate model behaviour that shows respect, helpfulness and co-operation	C	C	C	C
<b>15</b> Demonstrate that they keep promises and honour commitments	C	C	C	C
<b>16</b> Consider the impact of their own actions on others	C	C	C	C

<b>17</b> Say no to unreasonable requests	C	C	C	C
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<b>18</b> Demonstrate that they show respect for the views and actions of others	C	C	C	C
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## 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.

<b>Know and understand how to develop productive working relationships with colleagues using general knowledge (OUTCOME 3)</b>	Ref.	K9 Know about regulations and codes of practice that apply in the industry or sector
K1 Understand the benefits of developing productive working relationships with colleagues		K10 Know about standards of behaviour and performance in the industry or sector
K2 Understand the principles of effective communication and how to apply them in order to communicate effectively with colleagues		K11 Know about the working culture of the industry or sector
K3 Know how to identify disagreements with colleagues and the techniques for sorting them out		<b>Know and understand how to develop productive working relationships with colleagues using context specific knowledge (OUTCOME 5)</b>
K4 Know how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them		K12 Identify current and future work being carried out
K5 Know how to take account of diversity issues when developing working relationships with colleagues		K13 Identify colleagues who are relevant to the work being carried out, their work roles and responsibilities
K6 Know the importance of exchanging information and resources with colleagues		K14 Identify processes within the organisation for making decisions
K7 Know how to get and make use of feedback on your performance from colleagues		K15 Identify line management responsibilities and relationships within the organisation
K8 Know how to provide colleagues with useful feedback on their performance		K16 Practise the organisation's values and culture
<b>Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge (OUTCOME 4)</b>	Ref.	K17 Identify and influence politics and power within the organisation
		K18 Adhere to standards of behaviour and performance expected in the organisation
		K19 Identify information and resources that different colleagues might need
		K20 Reach agreements with colleagues





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**UNIT 303 (HSL3)**

**CONTRIBUTE TO THE  
CONTROL OF  
RESOURCES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to contribute to the  
control of resources**

**August 2010 Version 1.0**



## **CONTRIBUTE TO THE CONTROL OF RESOURCES**

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This unit is about ensuring that you, and staff you are responsible for, use resources effectively and efficiently, without undue waste. It covers obtaining supplies, checking equipment, monitoring the use of resources and keeping records.

This unit has **two** outcomes:

### **Outcome 1**

Be able to contribute to the control of resources

### **Outcome 2**

Understand how to contribute to the control of resources

# CONTRIBUTE TO THE CONTROL OF RESOURCES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO CONTRIBUTE TO THE CONTROL OF RESOURCES (OUTCOME 1)

## 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.

### Shaded numbers must be observed

	1	2	3	4
<b>1</b> Compare the resource available to them with the resources they need for their work	C	C	C	C
<b>2</b> Follow the correct procedures to obtain additional resources needed for their work	C	C	C	C
<b>3</b> Deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed	C	C	C	C
<b>4</b> Check the quality, quantity and suitability of resources before they are needed for use	C	C	C	C
<b>5</b> Make sure that equipment and materials are correctly stored and maintained	C	C	C	C
<b>6</b> Encourage their colleagues to make efficient use of resources and minimise waste	C	C	C	C
<b>7</b> Monitor the use of resources in their area of responsibility	C	C	C	C

<b>8</b> Make sure that resources are used effectively, efficiently and in line with organisational and legal requirements	C	C	C	C
<b>9</b> Keep records about resources up-to-date, accurate and in the specified place	C	C	C	C
<b>10</b> Recommend ways of making better use of resources following organisational requirements	C	C	C	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.

<b>Understand how to contribute to the control of resources (OUTCOME 2)</b>	<b>Ref.</b>	
K1 Identify the equipment, colleagues and supplies that are used in their area of responsibility	K15 Describe the procedures to follow to obtain required resources	
K2 Describe normal consumption levels for the resources in their area of responsibility	K16 Describe the procedures to store the resources in their area of responsibility	
K3 Explain how to work out what resources are needed for planned work	K17 Explain how to ensure resources are stored correctly	
K4 Explain how to identify what resources are available for planned work	K18 Describe the appropriate lifting and handling methods and techniques for resources in their area	
K5 Explain how to make sure the resources already available are suitable for planned work	K19 Describe the health and safety requirements for the resources they are responsible for	
K6 Explain how to identify what additional resources are needed for planned work	K20 Explain the environmental impact of the resources they are responsible for	
K7 Identify the approximate costs of the resources used in their area of responsibility	K21 Describe their organisation's policies for: <ol style="list-style-type: none"> <li>a. using resources</li> <li>b. controlling waste</li> <li>c. recycling</li> </ol>	
K8 Explain how resource costs affect their organisation's financial targets	K22 Explain how to count, check and monitor the use of resources	
K9 Explain the importance of working within agreed spending limits	K23 Explain how to keep waste to a minimum	
K10 Describe the procedures to follow when it is necessary to go beyond agreed spending limits	K24 Explain how to encourage colleagues to make efficient use of resources to benefit their organisation and the environment	
K11 Explain why it is important to follow the correct procedures when it is necessary to go beyond the agreed spending limit	K25 Explain how to make recommendations to improve the use of resources to decision makers in their organisation	
K12 Describe their organisation's policies for ordering resources	K26 Identify the records they need to keep on the use of resources	
K13 Identify who is responsible for ordering resources	K27 Explain the advantages of using computerised stock control systems	
K14 Identify their organisation's regular suppliers		







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**UNIT 304 (HSL4)**

**MAINTAIN THE HEALTH,  
HYGIENE, SAFETY AND  
SECURITY OF THE  
WORKING ENVIRONMENT**

**Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain the health, hygiene, safety and security of the working environment**

**August 2010 Version 1.0**



# **MAINTAIN THE HEALTH, HYGIENE, SAFETY AND SECURITY OF THE WORKING ENVIRONMENT**

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This unit is about maintaining health, safety, security and hygiene standards relevant to your area of responsibility. The maintenance of these standards is essential in protecting staff and customers from harm.

This unit has **two** outcomes:

## **Outcome 1**

Be able to maintain the health, hygiene, safety and security of the working environment

## **Outcome 2**

Understand how to maintain the health, hygiene, safety and security of the working environment

# MAINTAIN THE HEALTH, HYGIENE, SAFETY AND SECURITY OF THE WORKING ENVIRONMENT

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO MAINTAIN THE HEALTH, HYGIENE, SAFETY AND SECURITY OF THE WORKING ENVIRONMENT (OUTCOME 1)

## 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.

### Shaded numbers must be observed

	1	2	3	4
<b>1</b> Make sure they have information on the health, safety and security procedures that apply to their area of responsibility	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Make sure colleagues have relevant information on the health, hygiene, safety and security issues within their area of responsibility	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Make colleagues aware of the importance of following health, hygiene, safety and security procedures	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> Check that all colleagues follow the health, hygiene, safety and security procedures in their area of responsibility	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>5</b> Monitor their area of responsibility for risks to health, hygiene, safety and security	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

<b>7</b> Record or report risks and any health, hygiene, safety or security action taken, following organisational procedures	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Pass on information about how health, hygiene, safety or security procedures are working	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Make suggestions as to how health, hygiene, safety or security procedures can be improved	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## 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.

### Understand how to maintain the health, hygiene, safety and security of the working environment (OUTCOME 2)

Ref.

K1 Describe the main areas of health, hygiene and safety laws and regulations that affect work in their area of responsibility

K2 Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations relevant to their work

K3 Explain the implications of breaking the law on health, hygiene and safety both for themselves and their organisation

K4 Describe their organisation's health, hygiene, safety and security procedures as relevant to their work

K5 Describe their own responsibilities for health, hygiene, safety and security

K6 Describe the procedures they should follow to make recommendations about health, hygiene, safety and security

K7 Identify to whom they should make recommendations about health, hygiene, safety and security

K8 Identify the person(s) responsible for first aid, health, hygiene, safety and security in their organisation and their responsibilities

K9 Explain the importance of making sure permanent and temporary staff understand health, hygiene, safety and security procedures

K10 Explain how to communicate effectively with permanent and temporary staff on issues to do with health, hygiene, safety and security

K11 Identify the types of information about health, hygiene, safety and security that they should record and store

K12 Describe the procedures they should follow to record and store information about health, hygiene, safety and security

K13 Identify other people and organisations who need to have access to information about health, hygiene, safety and security

K14 Identify the information on health, hygiene, safety and security they might have to give to external authorities

K15 Describe the typical health, hygiene, safety and security hazards that exist or may exist, in their area of responsibility

K16 Explain how to monitor their area of responsibility to make sure they maintain the health, hygiene, safety and security of employees, customers and other members of the public

K17 Identify how frequently they should carry out health, hygiene, safety and security inspections

K18 Explain the limits of their authority when directly dealing with risks and hazards – what they can do themselves and what they need to report

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K19 Explain how to assess the risks associated with the typical health, hygiene, safety and security hazards that exist, or may exist in their area of responsibility

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K20 Explain how to eliminate or minimise the risk associated with typical health, hygiene, safety and security hazards

---

K21 Explain how to identify, report or deal with faults with equipment they are responsible for

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K22 Explain how to develop contingency plans that will reduce the impact of any health, hygiene, safety and security problems that occur

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K23 Describe their organisation's emergency procedures

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K24 Explain what they should do in the event of an emergency, including bomb alert and fire

---

K25 Describe the evacuation procedures that relate to their area of responsibility

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**UNIT 305**

**MAINTAIN THE HEALTH,  
HYGIENE, SAFETY AND  
SECURITY OF THE  
WORKING ENVIRONMENT**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to maintain the  
health, hygiene, safety and security of the  
working environment**

**July 2013 Version 1.0**



# MAINTAIN THE HEALTH, HYGIENE, SAFETY AND SECURITY OF THE WORKING ENVIRONMENT

---

This unit is about maintaining health, safety, security and hygiene standards relevant to your area of responsibility. The maintenance of these standards is essential in protecting staff and customers from harm.

This unit has **three** outcomes:

## **Outcome 1**

Be able to maintain the health, hygiene, safety and security of the working environment

## **Outcome 2**

Understand the importance of maintaining the health, hygiene, safety and security of the working environment

## **Outcome 3**

Understand how to maintain the health, hygiene, safety and security of the working environment

# MAINTAIN THE HEALTH, HYGIENE, SAFETY AND SECURITY OF THE WORKING ENVIRONMENT

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO MAINTAIN THE HEALTH, HYGIENE, SAFETY AND SECURITY OF THE WORKING ENVIRONMENT (OUTCOME 1)

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What you must do

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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.

**Shaded numbers must be observed**

	1	2	3	4
<b>1</b> Make sure they have information on the health, safety and security procedures that apply to their area of responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2</b> Make sure colleagues have relevant information on the health, hygiene, safety and security issues within their area of responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3</b> Make colleagues aware of the importance of following health, hygiene, safety and security procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4</b> Check that all colleagues follow the health, hygiene, safety and security procedures in their area of responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5</b> Monitor their area of responsibility for risks to health, hygiene, safety and security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6</b> Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

**7** Record or report risks and any health, hygiene, safety or security action taken, following organisational procedures

---

---

**8** Pass on information about how health, hygiene, safety or security procedures are working

---

---

**9** Make suggestions as to how health, hygiene, safety or security procedures can be improved

---

## 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.

### **Understand the importance of maintaining the health, hygiene, safety and security of the working environment (OUTCOME 3)**

#### **Ref.**

- |     |   |
|-----|---|
| K1  | Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations relevant to their work              |
| K2  | Explain the implications of breaking the law on health, hygiene and safety both for themselves and their organisation                   |
| K3  | Describe the main areas of health, hygiene and safety laws and regulations that affect work in their area of responsibility             |
| K4  | Describe their organisation's health, hygiene, safety and security procedures as relevant to their work                                 |
| K5  | Describe their own responsibilities for health, hygiene, safety and security  |
| K6  | Explain the importance of making sure permanent and temporary staff understand health, hygiene, safety and security procedures          |
| K7  | Explain how to communicate effectively with permanent and temporary staff on issues to do with health, hygiene, safety and security     |
| K8  | Identify the person(s) responsible for first aid, health, hygiene, safety and security in their organisation and their responsibilities |
| K9  | Describe their organisation's emergency procedures  |
| K10 | Describe the evacuation procedures that relate to their area of responsibility  |

- |     |   |
|-----|---|
| K11 | Describe the procedures they should follow to record and store information about health, hygiene, safety and security |
|-----|---|

- |     |   |
|-----|---|
| K12 | Describe the procedures they should follow to make recommendations about health, hygiene, safety and security |
|-----|---|

- |     |  |
|-----|--|
| K13 | Identify to whom they should make recommendations about health, hygiene, safety and security |
|-----|--|

### **Understand how to maintain the health, hygiene, safety and security of the working environment (OUTCOME 3)**

- |     |  |
|-----|--|
| K14 | Identify the types of information about health, hygiene, safety and security that they should record and store |
|-----|--|

- |     |   |
|-----|---|
| K15 | Identify other people and organisations who need to have access to information about health, hygiene, safety and security |
|-----|---|

- |     |  |
|-----|--|
| K16 | Identify the information on health, hygiene, safety and security they might have to give to external authorities |
|-----|--|

- |     |  |
|-----|--|
| K17 | Describe the typical health, hygiene, safety and security hazards that exist or may exist, in their area of responsibility |
|-----|--|

- |     |   |
|-----|---|
| K18 | Explain how to monitor their area of responsibility to make sure they maintain the health, hygiene, safety and security of employees, customers and other members of the public |
|-----|---|

- |     |  |
|-----|--|
| K19 | Identify how frequently they should carry out health, hygiene, safety and security inspections |
|-----|--|

K20 Explain how to assess the risks associated with the typical health, hygiene, safety and security hazards that exist, or may exist in their area of responsibility

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K21 Explain how to eliminate or minimise the risk associated with typical health, hygiene, safety and security hazards

---

K22 Explain the limits of their authority when directly dealing with risks and hazards

---

K23 Explain the procedures to deal with faults of equipment in their own area of responsibility

---

K24 Explain how to develop contingency plans that will reduce the impact of any health, hygiene, safety and security problems that occur

---

K25 Explain the procedure to follow in the event of an emergency, including bomb alert and fire

---





**UNIT 309 (HSL9)**

**CONTRIBUTE TO THE  
DEVELOPMENT OF  
RECIPES AND MENUS**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to contribute to the  
development of recipes and menus**

**August 2010 Version 1.0**



# **CONTRIBUTE TO THE DEVELOPMENT OF RECIPES AND MENUS**

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This unit covers the competence hospitality supervisors need to plan and introduce new menu items. It involves researching the menu item, taking account of food combinations, flavours and dietary requirements and implementing the new items.

This unit has **two** outcomes:

## **Outcome 1**

Be able to contribute to the development of recipes and menus

## **Outcome 2**

Understand how to contribute to the development of recipes and menus

# CONTRIBUTE TO THE DEVELOPMENT OF RECIPES AND MENUS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO CONTRIBUTE TO THE DEVELOPMENT OF RECIPES AND MENUS (OUTCOME 11)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Take account of food combinations, flavours and dietary requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Identify suitable suppliers/sources	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> Identify methods of presenting, holding and distributing the product	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>5</b> Cost recipe suggestions	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Take account of available resources	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>7</b> Pass on relevant information about the suitability of the new menu item following organisational procedures	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Offer suggestions on menu layout and presentation	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>11</b> Collect feedback from staff and customers	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>12</b> Evaluate feedback from staff and customers	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

<b>9</b> Introduce recipe suggestions in accordance with:	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<ul style="list-style-type: none"> <li>the style and policy of the organisation</li> <li>available resources</li> <li>the expectations and standards of customers</li> </ul>				
<b>10</b> Make sure staff have the information, skills and resources needed to support the introduction of the new menu item	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>11</b> Collect feedback from staff and customers	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>12</b> Evaluate feedback from staff and customers	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

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## What you must know

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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.

---

### Understand how to contribute to the development of recipes and menus (OUTCOME 2)

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Ref.

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K1 Explain the existing style and policy of the organisation in relation to recipes and menus

---

K2 Explain how location and styles of operation can affect proposed menu items

---

K3 Explain the concept of a balanced diet and why it is important to good health

---

K4 Describe current government guidelines for healthy eating

---

K5 Explain how to keep up-to-date with information on healthy eating

---

K6 Describe the types, combinations and proportions of ingredients that make up a healthy dish

---

K7 Explain the nutritional benefits of minimising the fat, sugar and salt content of dishes

---

K8 Explain the nutritional benefits of starchy foods, fruit, vegetables and pulses

---

K9 Identify healthier flavourings that can be used as alternatives to salt and sugar

---

K10 Describe the quality standards required for each recipe item to be included

---

K11 Explain how to assess the quality of potential ingredients

---

K12 Explain how available equipment can affect the production of food items

---

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K13 Identify the factors that need to be considered in selecting presentation, holding and distribution methods

---

K14 Explain how to cost proposed recipes and work out gross profit

---

K15 Explain the effect supplier choice can have on food quality

---

K16 Explain how to identify and assess the suitability of suppliers or supply sources

---

K17 Explain how to record information relating to proposed recipes

---

K18 Identify who to make records of proposed recipes available to

---

K19 Identify who to consult to gain feedback on proposed recipes

---

K20 Explain how to carry out and evaluate test runs of recipes

---

K21 Explain why staff skills should be assessed prior to proposing new recipes and menu items

---

K22 Describe what training may be needed to support the implementation of new menu items

---

K23 Explain how to brief staff on new menu items and implementation plans

---

K24 Describe how to gain feedback from staff on operational problems which may arise

---

K25 Explain how to allocate resources to staff to enable them to implement new menu items

---

K26 Identify lead times required by organisation for the implementation of new menu items

---

---

K27 Explain how to estimate lead times for the preparation of new menu items

---

K28 Explain why measures should be closely monitored when introducing new items

---

K29 Explain why it is important to gain feedback from customers on new items and ways of doing this

---



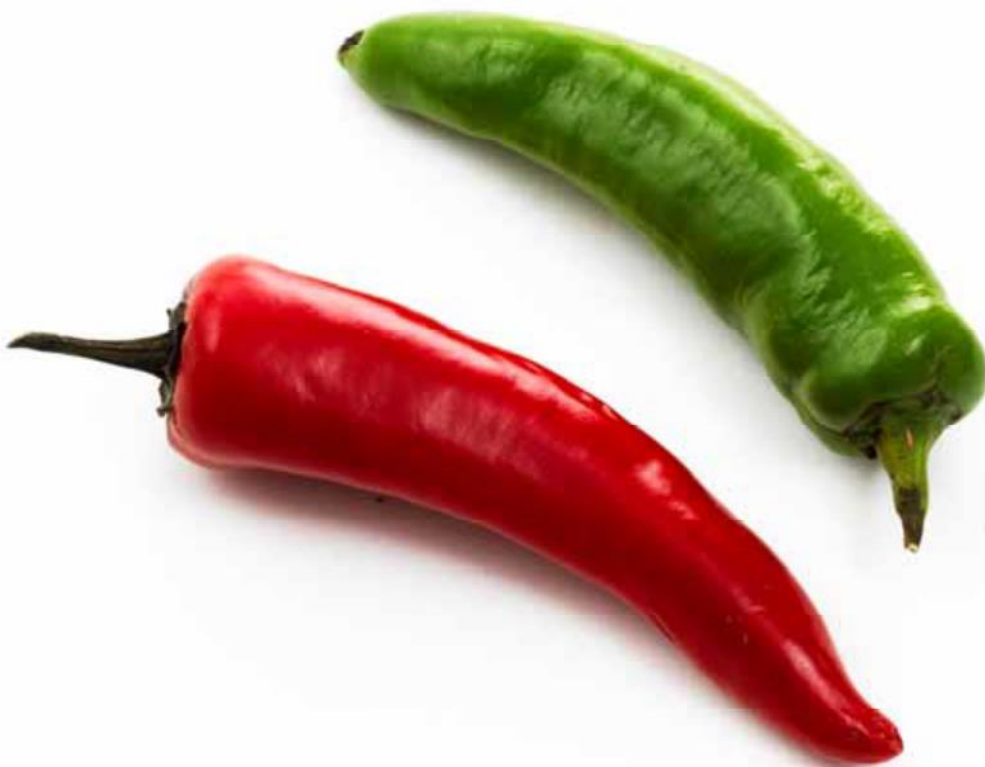
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**UNIT 330 (HSL30)**

**ENSURE FOOD SAFETY  
PRACTICES ARE  
FOLLOWED IN THE  
PREPARATION AND  
SERVING OF FOOD AND  
DRINK**

**Successful assessment of the unit proves that the learner has achieved the national occupational standard to ensure food safety practices are followed in the preparation and serving of food and drink**



# **ENSURE FOOD SAFETY PRACTICES ARE FOLLOWED IN THE PREPARATION AND SERVING OF FOOD AND DRINK**

---

This unit is about ensuring that all food and drink prepared, cooked and served is carried out following appropriate food safety practices and procedures.

This unit has **two** outcomes:

## **Outcome 1**

Be able to ensure food safety practices are followed in the preparation and serving of food and drink

## **Outcome 2**

Understand how to ensure food safety practices are followed in the preparation and serving of food and drink

# ENSURE FOOD SAFETY PRACTICES ARE FOLLOWED IN THE PREPARATION AND SERVING OF FOOD AND DRINK

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO ENSURE FOOD SAFETY PRACTICES ARE FOLLOWED IN THE PREPARATION AND SERVING OF FOOD AND DRINK (OUTCOME 1)

## 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.

### Shaded numbers must be observed

	1	2	3	4
<b>1</b> Make sure relevant information about food safety procedures is available	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Make sure that good hygiene practices are in place	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Carry out own responsibilities for the implementation of food safety procedures	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> Provide feedback to the person responsible for the organisation's food safety procedures on the effectiveness of these procedures	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>5</b> Monitor and be constantly alert to the possibility of food safety hazards in own area of responsibility	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Identify indicators of potential sources of food safety hazards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>7</b> Identify actual food safety hazards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

<b>8</b> Identify control measures appropriate to the identified food safety hazards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
--	----------	----------	----------	----------	----------

<b>9</b> Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
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## 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.

### Understand how to ensure food safety practices are followed in the preparation and serving of food and drink (OUTCOME 2)

	Ref.	
K1		Explain the importance of having food safety procedures
K2		Describe the current food safety legislation requirements affecting own responsibilities
K3		Describe own responsibilities under the organisation's food safety procedures including: <ul style="list-style-type: none"> <li>• helping to check the procedures</li> <li>• assisting with hazard analysis</li> <li>• allocating and supervising food safety responsibilities</li> <li>• identifying and meeting staff training needs</li> <li>• reporting to management</li> <li>• ensuring the proper application and monitoring of control measures</li> <li>• monitoring of control measures</li> <li>• ensuring corrective action is taken when control measures fail</li> <li>• following recording procedures</li> </ul>
K4		Explain how to implement own responsibilities in their workplace
K5		Describe the different types of food safety hazards (microbiological, physical, chemical and allergenic)
K6		Describe the common examples of food safety hazards in the following groups: microbiological; physical; chemical; allergenic
K7		Describe the significant food safety hazards in own workplace
	K8	Describe the conditions that affect microbial growth
	K9	Describe the indicators of food safety hazards in own area of responsibility (eg food spoilage, temperature controls, condition of premises)
	K10	Explain the importance of being constantly alert to the possibility of food safety hazards in own area of responsibility
	K11	Explain how to look out for food safety hazards
	K12	Describe the principal causes of food safety hazards eg human factors (including lack of effective supervision), lack of labelling information, supplier quality, cross-contamination, premises and waste, personal health, handling issues and pests
	K13	Describe the dangers of pest infestation
	K14	Describe effective pest control measures
	K15	Identify effective equipment and surface cleaning methods
	K16	Explain why surface cleaning is important
	K17	Explain the importance of hygienic and effective waste disposal
	K18	Describe the correct method to control waste

---

K19 Describe the personal hygiene practices that staff should follow according to operational requirements including:

- hand washing
  - wearing of protective clothing
  - footwear and headgear
  - wearing of jewellery and accessories
  - treatment and covering of cuts, boils, grazes and wounds
  - reporting of illnesses and infections to the appropriate person
- 

K20 Explain the importance of food temperature control

---

K21 Identify the temperature levels and controls for the types of food in own area of responsibility during:

- delivery
  - storage
  - preparation
  - cooking
  - cooling and reheating
  - holding and service
- 

K22 Explain the dangers of cross-contamination

---

K23 Describe methods to eliminate cross-contamination for any type of food safety hazard

---

K24 Explain how to communicate responsibilities for food safety procedures to staff

---

K25 Explain how to make sure staff understand food safety responsibilities

---

K26 Explain how to ensure that staff receive appropriate training to meet their food safety responsibilities according to own level of responsibility and autonomy

---

---

K27 Identify the types of failures that may occur with control measures

---

K28 Identify the corrective actions to take for failures with control measures

---

K29 Explain the importance of providing feedback to the person responsible for the food safety procedures

---

K30 Identify the types of issues that should be communicated to the person responsible for the food safety procedures

---

K31 Explain the importance of contributing to the evaluation of the food safety procedures

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**UNIT 332 (3FP1)**

**PREPARE FISH FOR  
COMPLEX DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare fish for  
complex dishes**

**August 2010 Version 1.0**



## **PREPARE FISH FOR COMPLEX DISHES**

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This unit is about preparing fresh, unprepared fish for complex dishes. The preparation methods are:

- gutting
- filleting (removing pin bones, rib bones and spine)
- cutting (darne, goujon, suprême, tronçon, délice, paupiette and plait)
- skinning
- portioning
- marinating
- coating
- topping (for example with herb crust)
- covering (for example en croûte)

The fish covered by the unit are:

- white fish – round (for example, cod, whiting or hake)
- white fish – flat (for example, plaice, sole or turbot)
- oily fish (for example, salmon or mackerel)
- exotic fish (for example, snapper or monkfish)

This unit is for staff who have complex preparation skills and are capable of working with no supervision.

This unit has **two** outcomes:

### **Outcome 1**

Be able to prepare fish for complex dishes

### **Outcome 2**

Understand how to prepare fish for complex dishes

# PREPARE FISH FOR COMPLEX DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE FISH FOR COMPLEX DISHES

(OUTCOME 1)

## 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.

### Shaded numbers must be observed

	1	2	3	4
<b>1</b> Select the type and quantity of <b>fish</b> needed for the dish	C	C	C	C
<b>2</b> Check the fish to make sure it meets quality standards	C	C	C	C
<b>3</b> Select the appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> <b>Prepare</b> the fish to maintain its quality and meet the requirements of the dish	C	C	C	C
<b>5</b> Safely store any prepared fish not for immediate use	C	C	C	C

## What you must cover

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

### Fish

All must be covered. At least **3** of these must be observed by your assessor.

1	White fish – round	C	C	C	C
2	White fish – flat	C	C	C	C
3	Oily	C	C	C	C

### Prepare

All must be covered. At least **7** which must include at least **4** from **cutting** of these must be observed by your assessor.

1	Gutting	C	C	C	C
2	Filleting	C	C	C	C
3	Cutting <ul style="list-style-type: none"> <li>• darne</li> <li>• goujons</li> <li>• plait</li> <li>• paupiette</li> <li>• suprême</li> <li>• tronçon</li> </ul>	C	C	C	C
4	Trimming	C	C	C	C
5	Skinning	C	C	C	C
6	Marinading	C	C	C	C
7	Coating	C	C	C	C
8	Topping (for example with herb crust)	C	C	C	C
9	Covering (for example, en croûte)	C	C	C	C

---

## What you must know

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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.

### **Understand how to prepare fish for complex dishes (OUTCOME 2)**      **Ref.**

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- |     |   |
|-----|---|
| K1  | State the approximate yields of prepared fish   |
| K2  | Explain how to control portions to minimise waste   |
| K3  | Describe the suitable cuts for each type of fish  |
| K4  | Describe the main characteristics of each type of fish  |
| K5  | State nutritional values for each type of fish  |
| K6  | Explain preparation methods for different complex fish dishes   |
| K7  | Explain how to select the correct type, quality and quantity of fish to meet dish requirements                          |
| K8  | Describe what quality points to look for in fresh fish  |
| K9  | Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods |
| K10 | Describe what to do if there are any problems with the fish or other ingredients  |
| K11 | Describe how to carry out different preparation methods   |
| K12 | Describe how to store prepare fish  |
| K13 | State healthy eating options when preparing fish for complex dishes   |
-

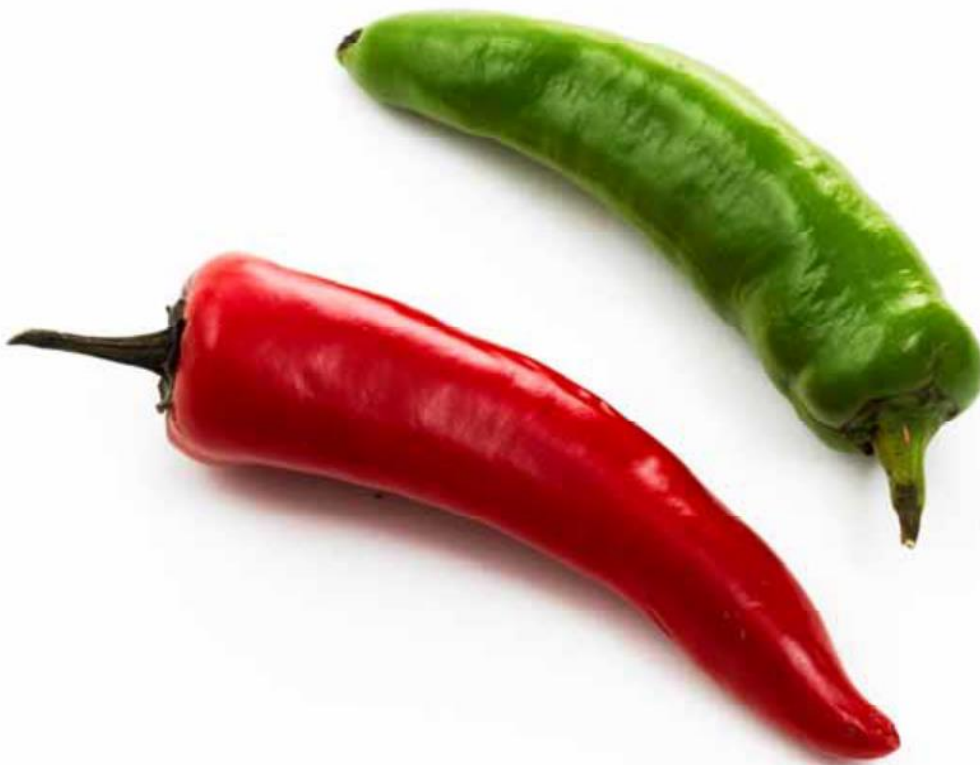


**UNIT 333 (3FP2)**

**PREPARE SHELLFISH  
FOR COMPLEX DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare shellfish  
for complex dishes**

**August 2010 Version 1.0**



# **PREPARE SHELLFISH FOR COMPLEX DISHES**

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This unit is about preparing fresh shellfish for complex dishes. The preparation methods are:

- trimming
- shelling
- washing
- marinating
- coating
- blending
- cutting

The fish covered by the unit are:

- oysters
- crabs
- prawns
- shrimps
- langoustines
- lobster/crawfish
- crayfish
- scampi/Dublin Bay prawn
- mussels
- cockles/clams
- scallops

This unit has **two** outcomes:

## **Outcome 1**

Be able to prepare shellfish for complex dishes

## **Outcome 2**

Understand how to prepare shellfish for complex dishes



# PREPARE SHELLFISH FOR COMPLEX DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE SHELLFISH FOR COMPLEX DISHES (OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select the type and quantity of <b>shellfish</b> needed for the dish	C	C	C	C
<b>2</b> Check the shellfish to make sure it meets quality standards	C	C	C	C
<b>3</b> Select the appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> <b>Prepare</b> the shellfish to maintain its quality and meet the requirements of the dish	C	C	C	C
<b>5</b> Safely store any prepared shellfish not for immediate use	C	C	C	C

## What you must cover

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

### Shellfish

All must be covered. At least **5** of these must be observed by your assessor.

1	Oysters	C	C	C	C
2	Crabs	C	C	C	C
3	Prawns/shrimps	C	C	C	C
4	Langoustines	C	C	C	C
5	Lobsters/crawfish	C	C	C	C
6	Crayfish	C	C	C	C
7	Scampi/Dublin Bay prawns	C	C	C	C
8	Mussels	C	C	C	C
9	Scallops	C	C	C	C
10	Cockles/clams	C	C	C	C

### Prepare

All must be covered. At least **4** of these must be observed by your assessor.

1	Trimming	C	C	C	C
2	Shelling	C	C	C	C
3	Washing	C	C	C	C
4	Marinading	C	C	C	C
5	Coating	C	C	C	C
6	Blending	C	C	C	C
7	Cutting	C	C	C	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.

### **Understand how to prepare shellfish for complex dishes** (OUTCOME 2)

### **Ref.**

- 
- |     |   |
|-----|---|
| K1  | Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements                     |
| K2  | Describe what quality points to look for in fresh shellfish   |
| K3  | Describe how to detect live shellfish   |
| K4  | Describe what to do if there are any problems with the shellfish  |
| K5  | Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods |
| K6  | Explain how to carry out different preparation methods  |
| K7  | Explain how to control portions and minimise waste  |
| K8  | State the approximate yields of prepared shellfish  |
| K9  | Explain the most suitable preparation methods for each type of shellfish  |
| K10 | Explain how to store prepare shellfish  |
| K11 | State healthy eating options when preparing shellfish for complex dishes  |
-



**UNIT 334 (3FP3)**

## **PREPARE MEAT FOR COMPLEX DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare meat for  
complex dishes**

**August 2010 Version 1.0**



# **PREPARE MEAT FOR COMPLEX DISHES**

---

This unit is about preparing meat for complex dishes. The preparation methods are:

- boning
- trimming
- rolling
- tenderising
- chining
- tying
- larding/barding
- portioning by weight
- portioning for dish
- slicing
- mincing
- seasoning/marinating

The meat covered by the unit are:

- red meat
- white meat

This unit has **two** outcomes:

## **Outcome 1**

Be able to prepare meat for complex dishes

## **Outcome 2**

Understand how to prepare meat for complex dishes

# PREPARE MEAT FOR COMPLEX DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE MEAT FOR COMPLEX DISHES

(OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select the type, cut and quantity of <b>meat</b> needed for the dish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Check the meat to make sure it meet quality standards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Select the appropriate tools and equipment and use correctly	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> <b>Prepare</b> the meat to maintain its quality and meet the requirements of the dish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>5</b> Safely store any prepared meat not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## What you must cover

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

### Meat

All must be covered. **Both** of these must be observed by your assessor.

1	Red meat	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	White meat	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

### Prepare

All must be covered. At least **6** of these must be observed by your assessor.

1	Boning	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Trimming	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Rolling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Tenderising	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Chining	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Tying	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Larding/barding	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Portioning by weight	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Portioning for dish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
10	Slicing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
11	Mincing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
12	Seasoning/ marinating	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>



---

## 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.

### **Understand how to prepare meat for complex dishes** (OUTCOME 2) **Ref.**

---

K1 Explain how to select the correct type, cut and quality and quantity of meat to meet dish requirements

---

K2 Describe what quality points to look for in fresh meat

---

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

---

K4 Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods

---

K5 Explain how to carry out different preparation methods

---

K6 Explain how to control portions and minimise waste

---

K7 Describe the approximate yields of prepared meat and how to make use of by-products

---

K8 Describe the main characteristics of the different types of meat dishes

---

K9 Describe the current trends in relation to preparing meat dishes for cooking

---

K10 State the nutritional value of meat

---

K11 Describe how to store prepared meat

---

K12 State healthy eating options when preparing meat for complex dishes

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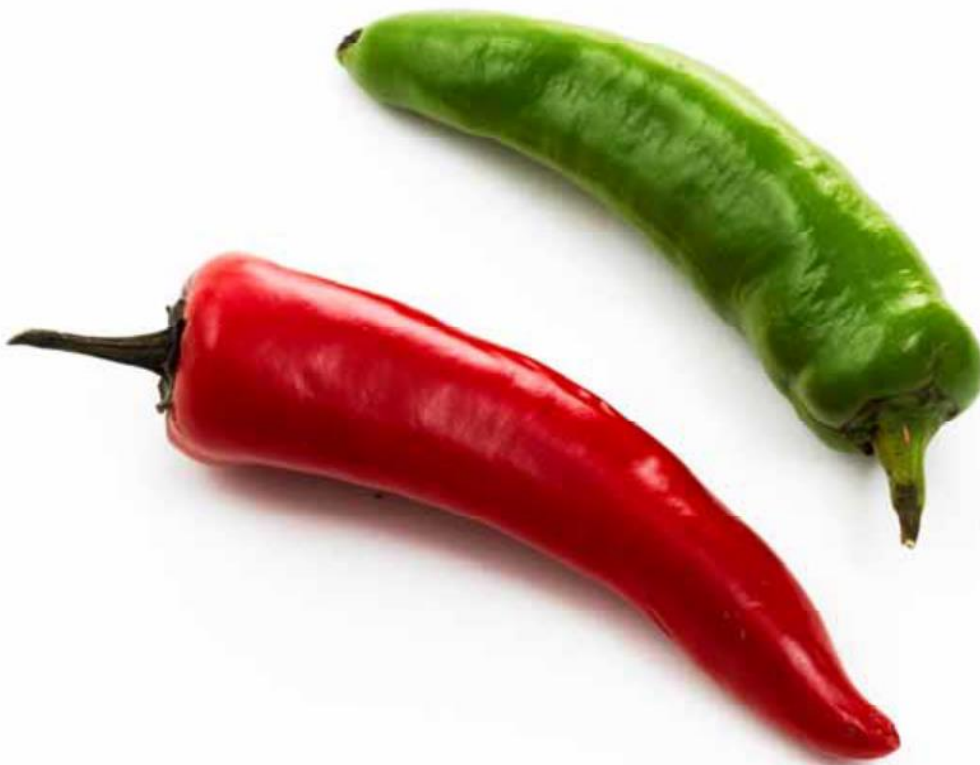


**UNIT 335 (3FP4)**

## **PREPARE POULTRY FOR COMPLEX DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare poultry  
for complex dishes**

**August 2010 Version 1.0**



# **PREPARE POULTRY FOR COMPLEX DISHES**

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This unit is about preparing poultry for complex dishes. The preparation methods are:

- checking and preparing the cavity
- boning
- seasoning
- marinating
- trimming
- cutting
- mincing
- blending
- sieving
- stuffing/filling
- trussing/tying

The poultry covered by the unit are:

- duck
- guinea fowl
- goose
- chicken
- turkey

This unit has **two** outcomes:

## **Outcome 1**

Be able to prepare poultry for complex dishes

## **Outcome 2**

Understand how to prepare poultry for complex dishes

# PREPARE POULTRY FOR COMPLEX DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE POULTRY FOR COMPLEX DISHES (OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select the type and quantity of <b>poultry</b> needed for the dish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Check the poultry to make sure it meet quality standards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Select the appropriate tools and equipment and use correctly	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> <b>Prepare</b> the poultry to maintain its quality and meet the requirements of the dish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>5</b> Safely store any prepared poultry not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## What you must cover

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

### Poultry

All must be covered. At least **3** of these must be observed by your assessor.

1	Duck	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Guinea fowl	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Goose	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Chicken	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Turkey				

### Prepare

All must be covered. At least **7** of these must be observed by your assessor.

1	Checking and preparing the cavity	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Boning	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Seasoning	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Marinating	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Trimming	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Cutting	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Ballottine	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Blending	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Sieving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
10	Stuffing/filling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
11	Tying/trussing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## 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.

### Understand how to prepare poultry for complex dishes (OUTCOME 2)

Ref.

- |     |   |
|-----|---|
| K1  | Explain how to select the correct type and quality and quantity of poultry to meet dish requirements                    |
| K2  | Describe what quality points to look for in fresh poultry   |
| K3  | Describe what to do if there are any problems with the poultry or other ingredients                                     |
| K4  | Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods |
| K5  | Explain how to carry out different preparation methods  |
| K6  | Explain how to control portions and minimise waste  |
| K7  | State the approximate yields of prepared poultry  |
| K8  | Describe the main characteristics of the different types of poultry dishes  |
| K9  | State the nutritional value of poultry  |
| K10 | Explain how to store prepare poultry  |
| K11 | State healthy eating options when preparing poultry for complex dishes  |





**UNIT 336 (3FP5)**

**PREPARE GAME FOR  
COMPLEX DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare game for  
complex dishes**

**August 2010 Version 1.0**



# **PREPARE GAME FOR COMPLEX DISHES**

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This unit is about preparing game for complex dishes, for example:

- sautéed pigeon
- braised venison
- braised rabbit
- braised hare

The preparation methods are:

- skinning
- plucking
- washing
- seasoning
- marinating
- trimming
- cutting (portion and dice)
- stuffing/filling
- chining
- tunnelling (bones)
- Ballottine

The game covered by the unit are:

- in fur
- in feather

This unit has **two** outcomes:

## **Outcome 1**

Be able to prepare game for complex dishes

## **Outcome 2**

Understand how to prepare game for complex dishes

# PREPARE GAME FOR COMPLEX DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE GAME FOR COMPLEX DISHES

(OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	1	2	3	4
<b>1</b> Select the type and quantity of <b>game</b> needed for the dish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Check the game to make sure it meets quality standards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Select the appropriate tools and equipment and use correctly	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> <b>Prepare</b> the game to maintain its quality and meet the requirements of the dish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>5</b> Safely store any prepared game not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## What you must cover

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

### Game

All must be covered. **Both** of these must be observed by your assessor.

1	In fur	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	In feather	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

### Prepare

All must be covered. At least **6** of these must be observed by your assessor.

1	Skinning	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Plucking	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Checking for and removing shot	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Washing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Seasoning	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Marinating	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Trimming	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Cutting <ul style="list-style-type: none"> <li>• portion</li> <li>• dice</li> <li>• stuffing/filling</li> </ul>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Tunnelling (bones)	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
10	Chining	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
11	Ballottine	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

### **Understand how to prepare game for complex dishes** (OUTCOME 2) **Ref.**

---

K1 Explain how to select the correct type and quality and quantity of game to meet dish requirements

---

K2 Describe what quality points to look for in fresh game

---

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

---

K4 Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods

---

K5 Explain how to carry out different preparation methods

---

K6 Explain how to control portions and minimise waste

---

K7 State the approximate yields of prepared game

---

K8 Describe the main characteristics of the different types of game dishes

---

K9 Describe the current trends in relation to preparing complex game dishes

---

K10 Explain how to store prepare game

---

K11 State healthy eating options when preparing game for complex dishes

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**UNIT 337 (3FC1)**

**COOK AND FINISH  
COMPLEX FISH DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to cook and finish  
complex fish dishes**

**August 2010 Version 1.0**



# **COOK AND FINISH COMPLEX FISH DISHES**

---

This unit is about cooking and finishing complex fish dishes, for example:

- fish en croûte
- dressed salmon
- salmon roulade
- salmon mousse
- mousseline
- bouillabaisse

The fish covered by the unit are:

- white fish – round (for example, cod, whiting or hake)
- white fish – flat (for example, plaice, sole or turbot)
- oily (for example, salmon or mackerel)
- exotic (for example, snapper or monk fish)

The cooking methods covered include:

- frying (deep and shallow)
- grilling
- en papillote
- baking
- steaming
- poaching (deep and shallow)
- combining cooking methods.

The finishing methods covered include:

- garnishing
- glazing
- presentation

This unit is for staff who have complex cooking and finishing skills and are capable of working with no supervision.

This unit has **four** outcomes:

## **Outcome 1**

Be able to cook complex fish dishes

## **Outcome 2**

Understand how to cook complex fish dishes

## **Outcome 3**

Be able to finish complex fish dishes

## **Outcome 4**

Know how to finish complex fish dishes



# COOK AND FINISH COMPLEX FISH DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO COOK COMPLEX FISH DISHES

(OUTCOME 1)

## 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.

Shaded numbers must be observed	1	2	3	4
<b>1</b> Select type and quantity of <b>fish</b> needed for dish	C	C	C	C
<b>2</b> Check the fish meets quality standards	C	C	C	C
<b>3</b> Choose and use tools and equipment correctly	C	C	C	C
<b>4</b> Combine fish with other ingredients	C	C	C	C
<b>5</b> Cook fish to meet requirements of the dish	C	C	C	C
<b>6</b> Make sure the dish has the correct flavour, colour, consistency and quantity	C	C	C	C

## What you must cover

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

### Fish

All must be covered. At least **2** of these must be observed by your assessor.

1	White fish – round	C	C	C	C
2	White fish – flat	C	C	C	C
3	Oily	C	C	C	C

### Cooking

All must be covered. At least **5** of these must be observed by your assessor.

1	Frying <ul style="list-style-type: none"> <li>• Deep</li> <li>• Shallow</li> </ul>	C	C	C	C
2	Grilling	C	C	C	C
3	En papillote	C	C	C	C
4	Baking	C	C	C	C
5	Steaming	C	C	C	C
6	Poaching <ul style="list-style-type: none"> <li>• Deep</li> <li>• Shallow</li> </ul>	C	C	C	C
7	Combining cooking methods	C	C	C	C

### Finishing

All must be covered. At least **2** of these must be observed by your assessor.

1	Coating with a sauce	C	C	C	C
2	Dressing	C	C	C	C
3	Garnishing	C	C	C	C

# KNOW HOW TO FINISH COMPLEX FISH DISHES

(OUTCOME 3)

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## What you must do

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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.

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<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b> Garnish and present the dish to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Make sure the dish is at the correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Safely store an cooked fish not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

<b>Understand how to cook complex fish dishes (OUTCOME 2)</b>	<b>Ref.</b>	<b>Know how to finish complex fish dishes (OUTCOME 4)</b>	<b>Ref.</b>
K1 Explain how to select the correct type, quality and quantity of fish to meet dish requirements		K10 Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex fish dishes	
K2 State what quality points you should look for in fish		K11 Explain how to minimise and correct common faults in complex fish dishes	
K3 Describe what to do if there are any problems with the fish or other ingredients		K12 Explain how to adjust the flavour, consistency and colour of complex fish dishes	
K4 Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods		K13 Describe the current trends and methodologies in relation to finishing complex fish dishes	
K5 Explain how to combine fish with other ingredients to create a complex and balanced dish		K14 State the correct temperature for holding and serving complex fish dishes	
K6 Explain how to carry out different cooking methods according to dish requirements		K15 Describe how to store complex fish dishes	
K7 State the correct temperature for cooking fish			
K8 Describe the current trends and methodologies in relation to cooking complex fish dishes			
K9 State healthy eating options when cooking and finishing complex fish dishes			



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**UNIT 338 (3FC2)**

**COOK AND FINISH  
COMPLEX SHELLFISH  
DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to cook and finish  
complex shellfish dishes**

**August 2010 Version 1.0**



# **COOK AND FINISH COMPLEX SHELLFISH DISHES**

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This unit is about cooking and finishing complex shellfish dishes, for example:

- boiled crab
- oysters on ice
- lobster thermidor
- 'fusion type' food
- shellfish soufflé

The shellfish covered by the unit are:

- oysters
- crabs
- prawns/shrimps
- langoustines
- lobster/crawfish
- crayfish
- scampi/Dublin Bay prawns
- mussels
- cockles (fresh)/clams
- scallops

The cooking techniques covered include:

- boiling
- steaming
- sautéing
- frying (deep and shallow)
- grilling
- baking
- stewing
- en papillote
- combining cooking methods

The finishing methods covered include:

- garnishing
- dressing
- saucing
- presentation

This unit has **four** outcomes:

**Outcome 1**

Be able to cook complex shellfish dishes

**Outcome 2**

Understand how to cook complex shellfish dishes

**Outcome 3**

Be able to finish complex shellfish dishes

**Outcome 4**

Understand how to finish complex shellfish dishes



# COOK AND FINISH COMPLEX SHELLFISH DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO COOK COMPLEX SHELLFISH DISHES

(OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select type and quantity of <b>shellfish</b> needed for dish	C	C	C	C
<b>2</b> Check the shellfish meets quality standards	C	C	C	C
<b>3</b> Choose and use tools and equipment correctly	C	C	C	C
<b>4</b> Combine shellfish with other ingredients	C	C	C	C
<b>5</b> <b>Cook</b> shellfish to meet requirements of the dish	C	C	C	C
<b>6</b> Make sure the dish has the correct flavour, colour, consistency and quantity	C	C	C	C

## What you must cover

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

### Shellfish

All must be covered. At least **5** of these must be observed by your assessor.

1	Oysters	C	C	C	C
2	Prawns/shrimps	C	C	C	C
3	Langoustines	C	C	C	C
4	Lobster/crawfish	C	C	C	C
5	Crayfish	C	C	C	C
6	Scampi/Dublin Bay prawns	C	C	C	C
7	Mussels	C	C	C	C
8	Scallops	C	C	C	C
9	Crabs	C	C	C	C
10	Cockles (fresh)/clams	C	C	C	C

### Cooking

All must be covered. At least **5** of these must be observed by your assessor.

1	Boiling	C	C	C	C
2	Steaming	C	C	C	C
3	Sautéing	C	C	C	C
4	Grilling	C	C	C	C
5	Baking	C	C	C	C
6	Frying <ul style="list-style-type: none"> <li>• Deep</li> <li>• Shallow</li> </ul>	C	C	C	C
7	Stewing	C	C	C	C
8	En papillote	C	C	C	C
9	Combining cooking methods	C	C	C	C

# BE ABLE TO FINISH COMPLEX SHELLFISH DISHES

(OUTCOME 3)

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## 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.

<b>Shaded numbers must be observed</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b>	Garnish and present dish to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b>	Make sure the dish is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b>	Safely store cooked shellfish not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## 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.

### Understand how to cook complex shellfish dishes (OUTCOME 2) Ref.

- |    |   |
|----|---|
| K1 | Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements                 |
| K2 | State what quality points to look for in shellfish  |
| K3 | Describe what to do if there are any problems with the shellfish or other ingredients                               |
| K4 | Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods |
| K5 | Explain how to combine shellfish with other ingredients to create a complex and balanced dish                       |
| K6 | Explain how to carry out different cooking methods according to dish requirements                                   |
| K7 | State the correct temperature for cooking shellfish   |
| K8 | State healthy eating options when cooking and finishing complex shellfish dishes                                    |

### Understand how to finish complex shellfish dishes (OUTCOME 4) Ref.

- |     |   |
|-----|---|
| K9  | Explain how to adjust the flavour, consistency and colour of complex shellfish dishes                 |
| K10 | Explain how to minimise and correct common faults in complex shellfish dishes                         |
| K11 | Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex shellfish dishes |
| K12 | State the correct temperature for holding and serving complex shellfish dishes                        |
| K13 | Describe how to store complex shellfish dishes  |



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**UNIT 339 (3FC3)**

**COOK AND FINISH  
COMPLEX MEAT DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to cook and finish  
complex meat dishes**

**August 2010 Version 1.0**



# **COOK AND FINISH COMPLEX MEAT DISHES**

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This unit is about cooking and finishing complex meat dishes, for example:

- tornados Rossini
- osso bucco
- pot roasted leg of lamb
- braised lamb shank
- 'fashionable dishes' made from second class cuts

The meat covered by the unit are:

- red
- white

The cooking techniques covered include:

- grilling (over fire and under fire)
- frying (deep, shallow and stir)
- boiling
- braising
- steaming
- stewing
- roasting
- pot roasting
- Sous vide (vacuum packed – and water bath)
- combining cooking methods

The finishing methods covered include:

- garnishing
- presentation

This unit has **four** outcomes:

## **Outcome 1**

Be able to cook complex meat dishes

## **Outcome 2**

Understand how to cook complex meat dishes

## **Outcome 3**

Be able to finish complex meat dishes

## **Outcome 4**

Understand how to finish complex meat dishes



# COOK AND FINISH COMPLEX MEAT DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO COOK COMPLEX MEAT DISHES

(OUTCOME 1)

## 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.

Shaded numbers must be observed	1	2	3	4
<b>1</b> Select type, cut and quantity of <b>meat</b> and other ingredients needed for dish	C	C	C	C
<b>2</b> Check the meat meets quality standards	C	C	C	C
<b>3</b> Choose and use tools and equipment correctly	C	C	C	C
<b>4</b> Combine meat with other ingredients	C	C	C	C
<b>5</b> <b>Cook</b> meat to meet requirements of the dish	C	C	C	C
<b>6</b> Make sure the dish has the correct flavour, colour, consistency and quantity	C	C	C	C

## What you must cover

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

### Meat

All must be covered. **Both** of these must be observed by your assessor.

1	Red	C	C	C	C
2	White	C	C	C	C

### Cooking

All must be covered. At least **4** of these must be observed by your assessor.

1	Grilling (over fire and under fire)	C	C	C	C
2	Frying <ul style="list-style-type: none"> <li>• Deep</li> <li>• Shallow</li> <li>• Stir</li> </ul>	C	C	C	C
3	Boiling	C	C	C	C
4	Braising	C	C	C	C
5	Steaming	C	C	C	C
6	Stewing	C	C	C	C
7	Roasting	C	C	C	C
8	Pot roasting	C	C	C	C
9	Sous vide	C	C	C	C
10	Combining cooking methods	C	C	C	C

# BE ABLE TO FINISH COMPLEX MEAT DISHES

(OUTCOME 3)

---

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b> Garnish and present dish to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Make sure the dish is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Safely store cooked meat not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

<b>Understand how to cook complex meat dishes (OUTCOME 2)</b>	<b>Ref.</b>	<b>Understand how to finish complex meat dishes (OUTCOME 4)</b>	<b>Ref.</b>
K1	Explain how to select the correct type, quality and quantity of meat to meet dish requirements	K11	Explain how to adjust the flavour, consistency and colour of complex meat dishes
K2	State what quality points to look for in red meat	K12	Explain how to minimise and correct common faults in complex dishes
K3	State what quality points you should look for in white meat	K13	Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex meat dishes
K4	Describe what to do if there are any problems with the meat or other ingredients	K14	State the correct temperature for holding and serving complex meat dishes
K5	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods	K15	Describe how to store complex meat dishes
K6	Explain how to combine meat with other ingredients to create a complex and balanced dish		
K7	Explain how to carry out different cooking methods according to dish requirements		
K8	State the correct temperature for cooking red and white meat		
K9	Explain how to check that the meat is cooked correctly		
K10	State healthy eating options when cooking and finishing meat dishes		



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**UNIT 340 (3FC4)**

**COOK AND FINISH  
COMPLEX POULTRY  
DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to cook and finish  
complex poultry dishes**

**August 2010 Version 1.0**



# **COOK AND FINISH COMPLEX POULTRY DISHES**

---

This unit is about cooking and finishing complex poultry dishes, for example:

- mousse
- timbale
- ballotine
- quenelles
- soufflé

The poultry covered by the unit are:

- duck
- guinea fowl
- goose
- chicken
- turkey

The cooking techniques covered include:

- grilling/griddling
- sautéing
- roasting
- poaching
- pot roasting
- frying (stir, deep, shallow)
- baking
- steaming
- en papillote
- combining cooking methods

The finishing methods covered include:

- garnishing
- presentation

This unit has **four** outcomes:

## **Outcome 1**

Be able to cook complex poultry dishes

## **Outcome 2**

Understand how to cook complex poultry dishes

## **Outcome 3**

Be able to finish complex poultry dishes

## **Outcome 4**

Understand how to finish complex poultry dishes



# COOK AND FINISH COMPLEX POULTRY DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO COOK COMPLEX POULTRY

## DISHES (OUTCOME 1)

### 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select type and quantity of <b>poultry</b> needed for the dish	C	C	C	C
<b>2</b> Check the poultry meets quality standards	C	C	C	C
<b>3</b> Choose and use tools and equipment correctly	C	C	C	C
<b>4</b> Combine poultry with other ingredients	C	C	C	C
<b>5</b> Cook poultry to meet requirements of the dish	C	C	C	C
<b>6</b> Make sure the dish has the correct flavour, colour, consistency and quantity	C	C	C	C

### What you must cover

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

#### Poultry

All must be covered. At least **3** of these must be observed by your assessor.

1	Duck	C	C	C	C
2	Guinea fowl	C	C	C	C
3	Goose	C	C	C	C
4	Chicken	C	C	C	C
5	Turkey	C	C	C	C

#### Cooking

All must be covered. At least **5** of these must be observed by your assessor.

1	Grilling/griddling	C	C	C	C
2	Sautéing	C	C	C	C
3	Roasting	C	C	C	C
4	Combination	C	C	C	C
5	Poaching	C	C	C	C
6	Pot roasting	C	C	C	C
7	Frying	C	C	C	C
	• Stir				
	• Deep				
	• Shallow				

# BE ABLE TO FINISH COMPLEX POULTRY DISHES

(OUTCOME 3)

---

## 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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b> Garnish and present dish to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Make sure the dish is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Safely store any cooked poultry not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

<b>Understand how to cook complex poultry dishes (OUTCOME 2)</b>	<b>Ref.</b>	<b>Understand how to finish complex poultry dishes (OUTCOME 4)</b>	<b>Ref.</b>
K1	Explain how to select the correct type, quality and quantity of poultry to meet dish requirements	K10	Explain how to adjust the flavour, consistency and colour of complex poultry dishes
K2	State what quality points to look for in poultry	K11	Explain how to minimise and correct common faults in complex poultry dishes
K3	Describe what to do if there are any problems with the poultry or other ingredients	K12	Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex poultry dishes
K4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods	K13	State the correct temperature for holding and serving complex poultry dishes
K5	Explain how to combine poultry with other ingredients to create a complex and balanced dish	K14	Describe how to store complex poultry dishes
K6	Explain how to carry out different cooking methods appropriate to each type of poultry		
K7	State the correct temperature for cooking poultry		
K8	Explain how to check that the poultry is cooked to the correct extent		
K9	State healthy eating options when cooking and finishing complex poultry dishes		



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**UNIT 341 (3FC5)**

**COOK AND FINISH  
COMPLEX GAME DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to cook and finish  
complex game dishes**

**August 2010 Version 1.0**



# **COOK AND FINISH COMPLEX GAME DISHES**

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This unit is about cooking and finishing complex game dishes, for example:

- sautéed pigeon
- braised venison
- braised rabbit
- braised hare
- ballotine

The game covered by the unit are:

- furred
- feathered

The cooking techniques covered include:

- sautéing
- roasting
- pot roasting
- braising
- stewing
- combining cooking methods

The finishing methods covered include:

- garnishing
- presentation

This unit has **four** outcomes:

## **Outcome 1**

Be able to cook complex game dishes

## **Outcome 2**

Understand how to cook complex game dishes

## **Outcome 3**

Be able to finish complex game dishes

## **Outcome 4**

Understand how to finish complex game dishes



# COOK AND FINISH COMPLEX GAME DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO COOK COMPLEX GAME DISHES

(OUTCOME 1)

## 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.

Shaded numbers must be observed	1	2	3	4
<b>1</b> Select type and quantity of <b>game</b> needed for the dish	C	C	C	C
<b>2</b> Check the game meets quality standards	C	C	C	C
<b>3</b> Choose and use tools and equipment correctly	C	C	C	C
<b>4</b> Combine game with other ingredients	C	C	C	C
<b>5</b> Cook game to meet requirements of the dish	C	C	C	C
<b>6</b> Make sure the dish has the correct flavour, colour, consistency and quantity	C	C	C	C

## What you must cover

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

### Game

All must be covered. At least **2** of these must be observed by your assessor.

1	Furred	C	C	C	C
2	Feathered	C	C	C	C

### Cooking

All must be covered. At least **3** of these must be observed by your assessor.

1	Sautéing	C	C	C	C
2	Roasting	C	C	C	C
3	Pot roasting	C	C	C	C
4	Braising	C	C	C	C
5	Stewing	C	C	C	C
6	Combining cooking methods	C	C	C	C

# BE ABLE TO FINISH COMPLEX GAME DISHES

(OUTCOME 3)

---

## 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.

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<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b> Garnish and present dish to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Make sure the dish is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Safely store any cooked game not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

<b>Understand how to cook complex game dishes (OUTCOME 2)</b>	<b>Ref.</b>	<b>Understand how to finish complex game dishes (OUTCOME 4)</b>	<b>Ref.</b>
K1 Explain how to select the correct type, quality and quantity of game to meet dish requirements		K12 Explain how to adjust the flavour, consistency and colour of complex game dishes	
K2 State what quality points you should look for in game		K13 Explain how to minimise and correct common faults in complex game dishes	
K3 Describe what to do if there are any problems with the game or other ingredients		K14 Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex game dishes	
K4 Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods		K15 State the correct temperature for holding and serving complex game dishes	
K5 Explain how to combine game with other ingredients to create a complex and balanced dish		K16 Describe how to store complex game dishes	
K6 Explain how to carry out different cooking methods appropriate to each type of game			
K7 State the correct temperature for cooking game			
K8 Describe current trends in relation to game dishes			
K9 Describe which cooking methods are appropriate to each type of game			
K10 State the appropriate degree of cooking required for each type of complex game dishes			
K11 State healthy eating options when cooking and finishing complex game dishes			



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**UNIT 342 (3FC6)**

**COOK AND FINISH  
COMPLEX VEGETABLE  
DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to cook and finish  
complex vegetable dishes**

**August 2010 Version 1.0**



# **COOK AND FINISH COMPLEX VEGETABLE DISHES**

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This unit is about cooking and finishing complex vegetable dishes, for example:

- timbale
- vegetable terrine
- ratatouille
- potato rosti/galette

The vegetables covered by the unit are:

- roots
- bulbs
- flower heads
- seeds and pods
- tubers
- leaves
- stems
- vegetable fruits
- exotic vegetables

The cooking techniques covered include:

- blanching
- boiling
- roasting
- baking
- grilling
- braising
- frying (deep, shallow and stir)
- steaming
- stewing
- combining cooking methods

This unit has **four** outcomes:

## **Outcome 1**

Be able to cook complex vegetables dishes

## **Outcome 2**

Understand how to cook complex vegetables dishes

## **Outcome 3**

Be able to finish complex vegetables dishes

## **Outcome 4**

Understand how to finish complex vegetables dishes



# COOK AND FINISH COMPLEX VEGETABLE DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO COOK COMPLEX VEGETABLES

## DISHES (OUTCOME 1)

### 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select type and quantity of <b>vegetables</b> needed for dishes	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Check the vegetables meets quality standards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Choose and use tools and equipment correctly	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> Combine vegetables with other ingredients	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>5</b> Cook vegetables and <b>other ingredients</b> to meet requirements of the dish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Make sure the dish has the correct flavour, colour, consistency and quantity	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

### What you must cover

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

#### Vegetables

All must be covered. At least **8** of these must be observed by your assessor.

1	Roots	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Bulbs	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Flower heads	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Fungi	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Seeds and pods	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Tubers	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Leaves	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Stems	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Vegetable fruits	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

#### Cooking

All must be covered. At least **7** of these must be observed by your assessor.

1	Blanching	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Boiling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Roasting	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Baking	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Grilling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Braising	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Frying – shallow	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Frying – deep	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

**Other ingredients**

All must be covered. At least **4** of these must be observed by your assessor.

1	Nuts	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Meat substitutes	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Pulses	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Pastry	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Rice	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Pasta	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

# **BE ABLE TO FINISH COMPLEX VEGETABLES DISHES** (OUTCOME 3)

---

## **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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b> Finish the dish to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Make sure the dish is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Safely store any cooked items not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

### Understand how to cook complex vegetables dishes (OUTCOME 2) Ref.

- 
- K1 Explain how to select the correct type, quality and quantity of vegetables to meet dish requirements
- 
- K2 Describe what quality points to look for in vegetables
- 
- K3 Describe what to do if there are any problems with the vegetables or other ingredients
- 
- K4 Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
- 
- K5 Explain how to combine vegetables with other ingredients to create a complex and balanced dish
- 
- K6 Explain how to carry out different cooking methods according to dish requirements
- 
- K7 State the correct temperature for cooking vegetables
- 
- K8 Describe what cooking methods are appropriate to each type of complex vegetable dish
- 
- K9 Describe how to maximise and retain nutritional content of complex vegetable dishes during cooking
- 
- K10 Describe how to minimise and correct common faults in complex vegetable dishes
- 
- K11 State healthy eating options when cooking and finishing complex vegetable dishes
- 

### Understand how to finish complex vegetables dishes (OUTCOME 4) Ref.

- 
- K12 Explain how to carry out different finishing methods
- 
- K13 Explain how to adjust the flavour, consistency and colour of complex vegetables dishes
- 
- K14 State the correct temperature for holding and serving complex vegetables dishes
- 
- K15 Describe how to store complex vegetables dishes
-



**UNIT 343 (3FPC1)**

**PREPARE, COOK AND  
FINISH COMPLEX HOT  
SAUCES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare, cook  
and finish complex hot sauces**

**August 2010 Version 1.0**



# **PREPARE, COOK AND FINISH COMPLEX HOT SAUCES**

---

This unit is about preparing, cooking and finishing complex sauces, for example:

- compound butter sauces
- other roux-based sauces
- emulsified sauces (for example, beurre blanc or hollandaise)
- cream thickening sauces
- white/brown sauce derivatives

The preparation and cooking techniques covered include:

- weighing and measuring
- chopping
- simmering
- boiling
- reducing
- make roux
- passing/straining/blending
- skimming
- whisking

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare complex hot sauces

## **Outcome 2**

Understand how to prepare complex hot sauces

## **Outcome 3**

Be able to cook complex hot sauces

## **Outcome 4**

Understand how to cook complex hot sauces

## **Outcome 5**

Be able to finish complex hot sauces

## **Outcome 6**

Understand how to finish complex hot sauces



# PREPARE, COOK AND FINISH COMPLEX HOT SAUCES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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.

For assessment criteria 9, 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.

**BE ABLE TO PREPARE COMPLEX HOT SAUCES**

(OUTCOME 1)

Shaded numbers must be observed	1	2	3	4
<b>1</b> Select the type and quantity of ingredients needed for the sauce	C	C	C	C
<b>2</b> Check the ingredients to make sure they meet quality standards	C	C	C	C
<b>3</b> Select the appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> Prepare the sauce to meet requirements	C	C	C	C

**BE ABLE TO COOK COMPLEX HOT SAUCES**

(OUTCOME 3)

Shaded numbers must be observed	1	2	3	4
<b>5</b> Combine the ingredients according to dish requirements	C	C	C	C
<b>6</b> Cook the sauce to meet requirements	C	C	C	C
<b>7</b> Make sure the sauce has the correct flavour, colour, consistency and quantity	C	C	C	C

**What you must cover**

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

**Preparation and cooking methods**

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

1	Weighing/ measuring	C	C	C	C
2	Chopping	C	C	C	C
3	Simmering	C	C	C	C
4	Reducing	C	C	C	C
5	Boiling	C	C	C	C
6	Make roux	C	C	C	C
7	Passing/straining/ blending	C	C	C	C
8	Skimming	C	C	C	C
9	Whisking	C	C	C	C

**Sauces**

You must demonstrate through performance that you can make the following **sauces**:

1	Compound butter sauce	C	C	C	C
2	Derivatives of white and brown sauce	C	C	C	C
3	Emulsified sauces	C	C	C	C
4	Cream thickened sauce	C	C	C	C

---

## BE ABLE TO FINISH COMPLEX HOT SAUCES

(OUTCOME 5)

---

**Shaded numbers must  
be observed**      1   2   3   4

---

**8** Present the sauce to  
meet requirements      **C C C C**

---

**9** Make sure the dish is  
at correct  
temperature for  
holding and serving      **C C C C**

---

**10** Safely store any  
cooked sauce not for  
immediate use      **C C C 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.

### Understand how to prepare complex hot sauces (OUTCOME 2)

Ref.

- |    |   |
|----|---|
| K1 | Explain how to select correct type, quality and quantity of ingredients to meet sauce requirements                      |
| K2 | Describe what quality points to look for in sauce ingredients   |
| K3 | Explain what to do if there is a problem with the ingredients   |
| K4 | Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods |

### Understand how to cook complex hot sauces (OUTCOME 4)

Ref.

- |    |  |
|----|--|
| K5 | Describe how to carry out different cooking methods according to sauce requirements            |
| K6 | State the correct temperature for cooking sauces   |
| K7 | Explain how to identify when sauces have the correct colour, flavour, consistency and quantity |
| K8 | State healthy eating options when preparing, cooking and finishing complex hot sauces          |

### Understand how to finish complex hot sauces (OUTCOME 6)

Ref.

- |     |  |
|-----|--|
| K9  | Describe how to finish and present complex sauces  |
| K10 | Explain how to minimise and correct common faults in complex sauces, stocks, gravies and glazes            |
| K11 | Describe how to adjust the taste and flavour of complex sauces, stocks, gravies and glazes                 |
| K12 | Describe how to balance the flavour, texture, colour, consistency and quality of the final dish with sauce |
| K13 | State the appropriate accompaniments and garnishes for different complex sauces                            |
| K14 | Describe the quality points relating to complex sauces   |
| K15 | State the correct temperature for holding and serving sauces   |
| K16 | Describe how to store cooked sauces  |



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**UNIT 344 (3FPC2)**

**PREPARE, COOK AND  
FINISH COMPLEX SOUPS**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare, cook  
and finish complex soups**

**December 2015 Version 1.1**



## PREPARE, COOK AND FINISH COMPLEX SOUPS

---

This unit is about preparing, cooking and finishing complex soups, for example:

- consommé
- bisque
- velouté
- cold soups

The preparation and cooking techniques covered include:

- weighing/measuring
- chopping
- simmering
- skimming
- clarifying
- whisking
- boiling
- chilling
- passing/straining
- liaison with garnish

This unit has **six** outcomes:

### **Outcome 1**

Be able to prepare complex soups

### **Outcome 2**

Understand how to prepare complex soups

### **Outcome 3**

Be able to cook complex soups

### **Outcome 4**

Understand how to cook complex soups

### **Outcome 5**

Be able to finish complex soups

### **Outcome 6**

Understand how to finish complex soups



# PREPARE, COOK AND FINISH COMPLEX SOUPS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

**BE ABLE TO PREPARE COMPLEX SOUPS** (OUTCOME 1)**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.

**Shaded numbers must**    1   2   3   4

**1** Select the type and quantity of ingredients needed   

**2** Check the ingredients to make sure they meet   

**3** Select the appropriate tools and equipment and   

**4** Combine the ingredients ready for   

**5** Prepare the soup to   

**What you must cover**

You must show that you have covered **ALL**

**Preparation, cooking and finishing methods**

All must be covered. At least **9** of these

1	Weighing/	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Chopping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Simmering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Clarifying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Boiling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Whisking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Passing/straining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Skimming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Liaison with garnish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Soups**

All must be covered. All **4** of these must be

1	Consommé	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Bisque	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Velouté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Cold soups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**BE ABLE TO COOK COMPLEX SOUPS** (OUTCOME 3)

---

**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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>6</b> Cook the soup to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>7</b> Make sure the soup has the correct flavour, colour, consistency and quantity	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

**BE ABLE TO FINISH COMPLEX SOUPS** (OUTCOME 5)

---

**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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>8</b> <b>Finish</b> and present the soup to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Make sure the dish is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>10</b> Safely store any cooked soup not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

### Understand how to prepare complex soups (OUTCOME 2)

Ref.

- |    |   |
|----|---|
| K1 | Explain how to select correct type, quality and quantity of ingredients to meet dish requirements                       |
| K2 | Describe quality points to look for in soup ingredients   |
| K3 | Describe what to do if there is a problem with the ingredients  |
| K4 | Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods |
| K5 | Explain how to carry out different preparation methods according to dish requirements                                   |

### Understand how to finish complex soups (OUTCOME 6)

Ref.

- |     |   |
|-----|---|
| K11 | Describe how to follow different finishing methods                  |
| K12 | Explain how to minimise and correct common faults in complex soups  |
| K13 | Describe how to adjust the taste and flavour of complex soups       |
| K14 | State the correct temperature for holding and serving complex soups |
| K15 | Describe how to store soups   |
| K16 | Explain how to finish different complex soups                       |

### Understand how to cook complex soups (OUTCOME 4)

Ref.

- |     |   |
|-----|---|
| K6  | Describe how to carry out different cooking methods   |
| K7  | State the correct temperature for cooking soups   |
| K8  | Explain how to identify when soups have the correct colour, flavour, consistency and quantity |
| K9  | Describe how to cook different complex soups  |
| K10 | State healthy eating options when preparing, cooking and finishing complex soups              |



**UNIT 345 (3FPC3)**

**PREPARE, COOK AND  
FINISH FRESH PASTA  
DISHES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare, cook  
and finish fresh pasta dishes**

**August 2010 Version 1.0**



# **PREPARE, COOK AND FINISH FRESH PASTA DISHES**

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This unit is about preparing, cooking and finishing fresh pasta dishes, for example:

- ravioli
- tortellini

The types of pasta covered are:

- fresh pasta
- filled pasta

The preparation and cooking techniques covered include:

- weighing/measuring
- sieving
- pulling and kneading
- resting
- rolling
- portioning
- boiling
- combining cooking methods
- baking

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare fresh pasta dishes

## **Outcome 2**

Understand how to prepare fresh pasta dishes

## **Outcome 3**

Be able to cook fresh pasta dishes

## **Outcome 4**

Understand how to cook fresh pasta dishes

## **Outcome 5**

Be able to finish fresh pasta dishes

## **Outcome 6**

Understand how to finish fresh pasta dishes



# PREPARE, COOK AND FINISH FRESH PASTA DISHES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE FRESH PASTA DISHES

(OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select the type and quantity of <b>pasta</b> needed for the dish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Check the ingredients to make sure they meet quality standards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Select the appropriate tools and equipment and use correctly	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> <b>Prepare</b> the fresh pasta and other ingredients to meet dish requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## What you must cover

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

### Pasta

All must be covered. **Both** of these must be observed by your assessor.

1	Filled pasta	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Unfilled pasta	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

### Preparation and cooking methods

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

1	Weighing/ measuring	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Sieving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Pulling/kneading	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Resting	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Rolling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Portioning	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Boiling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Baking	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Combining cooking methods	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## BE ABLE TO COOK FRESH PASTA DISHES<sub>(OUTCOME 3)</sub>

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### 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.

<b>Shaded numbers must be observed</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>Cook</b> the pasta and other ingredients to meet dish requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b>	Make sure the dish has the correct flavour, colour, consistency and quantity	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>7</b>	State healthy eating options when preparing, cooking and finishing complex pasta dishes	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

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# BE ABLE TO FINISH FRESH PASTA DISHES

(OUTCOME 5)

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## What you must do

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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.

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<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>8</b> Present the dish to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Make sure the dish is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>10</b> Safely store any cooked pasta not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

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## 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.

### Understand how to prepare fresh pasta dishes (OUTCOME 2) Ref.

K1 Explain how to select correct type, quality and quantity of pasta to meet dish requirements

K2 Describe what quality points to look for in pasta and other ingredients

K3 Describe what to do if there is a problem with the pasta and other ingredients

K4 Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods

K5 Explain how to carry out different preparation methods according to dish requirements

### Understand how to finish fresh pasta dishes (OUTCOME 6) Ref.

K10 Describe how to follow different finishing methods

K11 Explain how to minimise and correct common faults with fresh pasta dishes

K12 Explain how to identify when fresh pasta dishes have the correct the flavour, texture and quantity

K13 State the correct temperature for holding and serving complex pasta dishes

K14 Describe how to store complex pasta dishes

### Understand how to cook fresh pasta dishes (OUTCOME 4) Ref.

K6 Describe how to carry out different cooking methods

K7 Explain how to identify when freshly made pasta has the correct qualities

K8 State the correct temperature for cooking complex pasta dishes

K9 Explain how to identify when fresh pasta has the correct qualities



**UNIT 346 (3FPC4)**

**PREPARE, COOK AND  
FINISH COMPLEX BREAD  
AND DOUGH PRODUCTS**

**Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare, cook and finish complex bread and dough products**

**August 2010 Version 1.0**



# **PREPARE, COOK AND FINISH COMPLEX BREAD AND DOUGH PRODUCTS**

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This unit is about preparing, cooking and finishing complex bread and dough products, for example:

- tea breads
- brioche
- croissants
- Danish pastries
- bagels
- pumpernickel
- Peshwari naan
- Focaccia
- ciabatta

The preparation and cooking techniques covered include:

- weighing/measuring
- sieving
- mixing/kneading
- proving
- knocking back
- shaping
- folding
- laminating
- frying
- baking
- adding additional ingredients

This unit has **five** outcomes:

## **Outcome 1**

Be able to prepare bread and dough products

## **Outcome 2**

Understand how to prepare bread and dough products

## **Outcome 3**

Be able to cook bread and dough products

## **Outcome 4**

Be able to finish bread and dough products

## **Outcome 5**

Understand how to finish bread and dough products



# PREPARE, COOK AND FINISH COMPLEX BREAD AND DOUGH PRODUCTS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE BREAD AND DOUGH PRODUCTS (OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select the type and quantity of ingredients needed for the product	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Check the ingredients to make sure they meet quality standards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Select the appropriate tools and equipment and use correctly	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> Prepare the ingredients to meet dish requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## What you must cover

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

### Bread and dough

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

1	Enriched dough	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Laminated dough	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Bread dough	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

### Preparation and cooking methods

All must be covered. At least **9** of these must be observed by your assessor.

1	Weighing/ measuring	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Sieving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Mixing/kneading	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Proving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Knocking back	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Shaping	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Laminating	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Folding	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Baking	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
10	Frying	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

# BE ABLE TO COOK BREAD AND DOUGH PRODUCTS (OUTCOME 3)

---

## 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.

---

### Shaded numbers must be observed

	1	2	3	4
<b>5</b> Cook the ingredients to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Identify how to carry out different cooking methods according to product requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

# BE ABLE TO FINISH BREAD AND DOUGH PRODUCTS (OUTCOME 54)

---

## 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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b> Make sure the bread and dough product has the correct colour, texture and finish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Present the bread and dough products to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Make sure the bread and dough product is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>10</b> Safely store any cooked bread and dough product not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

<b>Understand how to prepare bread and dough products (OUTCOME 2)</b>	<b>Ref.</b>	<b>Understand how to finish bread and dough products (OUTCOME 45)</b>	<b>Ref.</b>
K1 Explain how to select correct type, quality and quantity of ingredients to meet product requirements		K9 Describe the ideal storage and holding conditions for processed <b>dough</b> products	
K2 Describe what to do if there is a problem with the ingredients		K10 Explain what precautions should be taken when storing <b>dough</b> products	
K3 Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods		K11 Explain how to minimise and correct common faults in complex <b>bread and dough products</b>	
K4 Describe how to carry out different preparation methods according to product requirements		K12 Describe the quality points relating to finished <b>dough</b> products	
K5 Describe the quality points relating to prepared fermented dough products			
K6 Explain how to control portion and minimise waste			
K7 State the effects of different temperatures and humidity on the ingredients used			
K8 Explain the processing methods appropriate to each type of fermented dough products			



**UNIT 347 (3FPC5)**

**PREPARE, COOK AND  
FINISH COMPLEX CAKES,  
SPONGES, BISCUITS AND  
SCONES**

**Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare, cook and finish complex cakes, sponges, biscuits and scones**

**August 2010 Version 1.0**



# **PREPARE, COOK AND FINISH COMPLEX CAKES, SPONGES, BISCUITS AND SCONES**

---

This unit is about preparing, cooking and finishing complex cakes, sponges, biscuits and scones, for example:

- genoese/light fatless
- rich fruit cake/Dundee cake
- joconde sponge biscuits
- savarin
- sable biscuits
- tuilés biscuits
- fresh gateaux
- chocolate torte
- hot plate scones

The preparation and cooking techniques covered include:

- weighing/measuring
- creaming/beating
- folding
- rubbing in
- greasing
- glazing
- portioning
- piping
- shaping
- filling
- rolling
- lining
- trimming/icing
- spreading/smoothing
- kneading
- proving
- dusting/dredging/sprinkling
- mixing
- coating
- stacking
- slicing
- baking

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare complex cakes, sponges, biscuits and scones

## **Outcome 2**

Understand how to prepare complex cakes, sponges, biscuits and scones

## **Outcome 3**

Be able to cook complex cakes, sponges, biscuits and scones

## **Outcome 4**

Understand how to cook complex cakes, sponges, biscuits and scones

## **Outcome 5**

Be able to finish complex cakes, sponges, biscuits and scones

## **Outcome 6**

Understand how to finish complex cakes, sponges, biscuits and scones



# PREPARE, COOK AND FINISH COMPLEX CAKES, SPONGES, BISCUITS AND SCONES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE COMPLEX CAKES, SPONGES, BISCUITS AND SCONES

(OUTCOME 1)

## 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.

### Shaded numbers must be observed

	1	2	3	4
<b>1</b> Select the type and quantity of ingredients needed for the dish	C	C	C	C
<b>2</b> Check the ingredients to make sure they meet quality standards	C	C	C	C
<b>3</b> Select the appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> <b>Prepare</b> the product to meet requirements	C	C	C	C

## What you must cover

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

### Preparation, cooking and finishing methods

All must be covered. At least **15** of these must be observed by your assessor.

1	Weighing/measuring	C	C	C	C
2	Creaming/beating	C	C	C	C
3	Whisking	C	C	C	C
4	Folding	C	C	C	C
5	Rubbing in	C	C	C	C
6	Greasing	C	C	C	C
7	Glazing	C	C	C	C
8	Portioning	C	C	C	C
9	Piping	C	C	C	C
10	Shaping	C	C	C	C
11	Filling	C	C	C	C
12	Rolling	C	C	C	C
13	Lining	C	C	C	C
14	Trimming/icing	C	C	C	C
15	Spreading/smoothing	C	C	C	C
16	Kneading	C	C	C	C
17	Proving	C	C	C	C
18	Dusting/dredging/sprinkling	C	C	C	C
19	Mixing	C	C	C	C
20	Stacking	C	C	C	C
21	Coating	C	C	C	C
22	Slicing	C	C	C	C
23	Baking	C	C	C	C

## BE ABLE TO COOK COMPLEX CAKES, SPONGES, BISCUITS AND SCONES (OUTCOME 3)

---

### 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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b> Cook the product to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Make sure the dish has the correct flavour, colour, consistency and quantity	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

# BE ABLE TO FINISH COMPLEX CAKES, SPONGES, BISCUITS AND SCONES (OUTCOME 5)

---

## 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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b> Finish the product to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Present the product to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Make sure the product is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>10</b> Safely store any cooked product not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

### Understand how to prepare complex cakes, sponges, biscuits and scones (OUTCOME 2)

Ref.

- 
- K1 Explain how to select correct type, quality and quantity of ingredients to meet dish requirements
- 
- K2 Describe what quality points to look for in the ingredients
- 
- K3 Describe what to do if there is a problem with the ingredients
- 
- K4 Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- 
- K5 Explain the effects various preparation and aeration methods on different complex cake, sponge, biscuit and scone products
- 
- K6 Explain how the choice of flour and fat preparations relate to the end product
- 
- K7 Explain what preparation methods are appropriate to each type of complex cake, sponge, biscuit and scone products
- 
- K8 Describe how to carry out the necessary preparation methods according to product requirements

---

K10 State the correct temperature for cooking each type of complex cake, sponge biscuit and scone product

---

K11 Explain how to identify when cake, sponge biscuit and scone product have the correct colour, flavour, texture and quantity

---

K12 State healthy eating options when preparing, cooking complex cake, sponge biscuit and scone products

---

### Understand how to finish complex cakes, sponges, biscuits and scones (OUTCOME 6)

Ref.

---

K13 Explain how to minimise and correct common faults with complex cake, sponge biscuit and scone products

---

K14 Explain how to control portions and minimise waste

---

### Understand how to cook complex cakes, sponges, biscuits and scones (OUTCOME 4)

Ref.

- 
- K9 Describe how to carry out the necessary cooking methods according to product requirements
-



**UNIT 348 (3FPC6)**

**PREPARE, COOK AND  
FINISH COMPLEX  
PASTRY PRODUCTS**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare, cook  
and finish complex pastry products**

**August 2010 Version 1.0**



# **PREPARE, COOK AND FINISH COMPLEX PASTRY PRODUCTS**

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This unit is about preparing, cooking and finishing complex pastry products, for example:

- apple strudel
- barquettes
- short bread
- samosas
- lemon tart
- Paris-Brest
- custard tarts

The preparation and cooking techniques covered include:

- weighing/measuring
- sifting
- rubbing in
- creaming
- kneading
- resting
- aerating
- piping
- laminating
- rolling
- folding
- lining/moulding
- trimming
- baking
- combining cooking methods

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare complex pastry products

## **Outcome 2**

Understand how to prepare complex pastry products

## **Outcome 3**

Be able to cook complex pastry products

## **Outcome 4**

Understand how to cook complex pastry products

## **Outcome 5**

Be able to finish complex pastry products

## **Outcome 6**

Understand how to finish complex pastry products



# PREPARE, COOK AND FINISH COMPLEX PASTRY PRODUCTS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE COMPLEX PASTRY PRODUCTS (OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select the type and quantity of ingredients needed for the dish	C	C	C	C
<b>2</b> Accurately weigh ingredients required	C	C	C	C
<b>3</b> Check the ingredients to make sure they meet quality standards	C	C	C	C
<b>4</b> Choose and use tools and equipment correctly	C	C	C	C
<b>5</b> <b>Prepare</b> the ingredients to meet dish requirements	C	C	C	C

## What you must cover

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

### Pastry product

All must be covered. At least **6** of these must be observed by your assessor.

1	Short	C	C	C	C
2	Sweet	C	C	C	C
3	Suet	C	C	C	C
4	Choux	C	C	C	C
5	Puff/flaky	C	C	C	C
6	Sable	C	C	C	C
7	Convenience	C	C	C	C
8	Hot water paste	C	C	C	C

**Preparation and cooking methods**

All must be covered. At least **12** of these must be observed by your assessor.

1	Weighing/ measuring	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Sifting	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Rubbing in	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Creaming	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Kneading	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Resting	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Aerating	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Conditioning/ chilling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Piping	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
10	Laminating	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
11	Rolling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
12	Folding	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
13	Lining/moulding	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
14	Trimming	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
15	Baking	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
16	Combining cooking methods	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

# BE ABLE TO COOK COMPLEX PASTRY PRODUCTS (OUTCOME 3)

---

## 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.

---

<b>Shaded numbers must be observed</b>	1	2	3	4
<b>6</b> Cook ingredients to meet dish requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>7</b> Make sure the <b>pastry product</b> has the correct flavour, colour, consistency and quantity	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

# BE ABLE TO FINISH COMPLEX PASTRY PRODUCTS (OUTCOME 5)

---

## 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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>8</b> Present the pastry product to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Make sure the pastry product is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>10</b> Safely store any cooked pastry product not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

### Understand how to prepare complex pastry products (OUTCOME 2)

Ref.

- 
- K1 State how to store raw ingredients before preparation and cooking
- 
- K2 Describe how to select the correct type, quality and quantity of ingredients to meet product requirements
- 
- K3 Describe what to do if there is a problem with the ingredients
- 
- K4 State the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- 
- K5 Explain how to carry out different preparation methods according to recipe requirements
- 

### Understand how to finish complex pastry products (OUTCOME 6)

Ref.

- 
- K11 Describe how to minimise and correct common faults with complex pastry products
- 
- K12 Explain how to store complex pastry products
- 

### Understand how to cook complex pastry products (OUTCOME 4)

Ref.

- 
- K6 Describe how to carry out different cooking methods according to recipe requirements
- 
- K7 State the correct temperature for cooking each type of complex pastry product
- 
- K8 Describe how to identify when pastry products have the correct colour, flavour, consistency and finish
- 
- K9 Explain how the use of different ingredients can affect the flavour of pastry
- 
- K10 State healthy eating options when preparing, cooking and finishing complex pastry products
-



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**UNIT 349 (3FPC7)**

**PREPARE, PROCESS AND  
FINISH COMPLEX  
CHOCOLATE PRODUCTS**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare, process  
and finish complex chocolate products**

**August 2010 Version 1.0**



# **PREPARE, PROCESS AND FINISH COMPLEX CHOCOLATE PRODUCTS**

---

This unit is about preparing, processing and finishing complex chocolate products, for example:

- small chocolate centre pieces
- competition pieces
- truffles
- moulds/shapes (eg Easter eggs)

The preparation and cooking techniques covered include:

- rolling
- mixing
- drying
- manipulating
- blending colour and flavour
- cutting
- spreading
- melting
- tempering
- modelling

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare complex chocolate products

## **Outcome 2**

Understand how to prepare complex chocolate products

## **Outcome 3**

Be able to process complex chocolate products

## **Outcome 4**

Understand how to process complex chocolate products

## **Outcome 5**

Be able to finish complex chocolate products

## **Outcome 6**

Understand how to finish complex chocolate products

# PREPARE, PROCESS AND FINISH COMPLEX CHOCOLATE PRODUCTS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE COMPLEX CHOCOLATE PRODUCTS (OUTCOME 1)

## 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.

### Shaded numbers must be observed

	1	2	3	4
<b>1</b> Select the type and quantity of ingredients needed for product	C	C	C	C
<b>2</b> Check the ingredients to make sure they meet quality standards	C	C	C	C
<b>3</b> Select the appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> <b>Prepare</b> the ingredients to meet dish requirements	C	C	C	C

## What you must cover

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

### Chocolate

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

1	Plain chocolate	C	C	C	C
2	White chocolate	C	C	C	C
3	Milk chocolate	C	C	C	C

### Preparation and processing methods

All must be covered. At least **8** of these must be observed by your assessor.

1	Rolling	C	C	C	C
2	Mixing	C	C	C	C
3	Drying	C	C	C	C
4	Manipulating	C	C	C	C
5	Blending colour and flavour	C	C	C	C
6	Cutting	C	C	C	C
7	Spreading	C	C	C	C
8	Melting	C	C	C	C
9	Tempering	C	C	C	C
10	Modelling	C	C	C	C

# BE ABLE TO PROCESS COMPLEX CHOCOLATE PRODUCTS (OUTCOME 3)

---

## 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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b> <b>Process</b> ingredients to meet dish requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Make sure the <b>chocolate</b> products have the correct flavour, colour, texture and quantity	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

# **BE ABLE TO FINISH COMPLEX CHOCOLATE PRODUCTS** (OUTCOME 5)

---

## **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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b> Decorate and present the chocolate product to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Safely store any processed chocolate product not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

### Understand how to prepare complex chocolate products (OUTCOME 2)

Ref.

K1 Explain how to select the correct type, quality and quantity of ingredients to meet product requirements

K2 Describe what to do if there is a problem with the ingredients

K3 State the correct tools and equipment and the reasons for using them when carrying out different preparation methods

### Understand how to finish complex chocolate products (OUTCOME 6)

Ref.

K9 Describe how to correct the product to achieve requirements

K10 Describe what items can be used to decorate chocolate products

K11 Describe the current trends in relation to chocolate products

K12 Explain how to store complex chocolate products

### Understand how to process complex chocolate products (OUTCOME 4)

Ref.

K4 Explain how to carry out different processing methods according to product requirements

K5 Describe how to identify when chocolate products have the correct colour, flavour, texture and quantity

K6 State when couverture can be used and how it can be tempered

K7 Describe what common faults can occur with chocolate products

K8 State healthy eating options when dealing with complex chocolate products





**UNIT 350 (3FPC8)**

**PREPARE, PROCESS AND  
FINISH MARZIPAN,  
PASTILLAGE AND SUGAR  
PRODUCTS**

**Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare, process and finish marzipan, pastillage and sugar products**

**August 2010 Version 1.0**



# **PREPARE, PROCESS AND FINISH MARZIPAN, PASTILLAGE AND SUGAR PRODUCTS**

---

This unit is about preparing, processing and finishing marzipan, pastillage and sugar products, for example:

- cake decoration
- wedding cakes
- nougatine/croquante
- sugar base
- Italian meringue
- fudge

The preparation and cooking techniques covered include:

- boiling
- dipping
- moulding
- pouring
- rolling
- mixing
- drying
- piping
- pulling
- manipulating
- blending (colour and flavour)
- cutting
- spreading
- spinning

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare marzipan, pastillage and sugar products

## **Outcome 2**

Understand how to prepare marzipan, pastillage and sugar products

## **Outcome 3**

Be able to process marzipan, pastillage and sugar products

## **Outcome 4**

Understand how to process marzipan, pastillage and sugar products

## **Outcome 5**

Be able to finish marzipan, pastillage and sugar products

## **Outcome 6**

Understand how to finish marzipan, pastillage and sugar products

# PREPARE, PROCESS AND FINISH MARZIPAN, PASTILLAGE AND SUGAR PRODUCTS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PREPARE MARZIPAN, PASTILLAGE AND SUGAR PRODUCTS (OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select the type and quantity of ingredients needed for the product	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Check the ingredients to make sure they meet quality standards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Select the appropriate tools and equipment and use correctly	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> <b>Prepare</b> the ingredients to meet dish requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## What you must cover

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

### Pastillage and sugar

All must be covered. At least **7** of these must be observed by your assessor.

1	Sugar paste/cover paste	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Marzipan	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Pastillage	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Royal icing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Spun sugar	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Dipped fruit	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Italian meringue	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Fudge	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Poured sugar	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
10	Rock sugar	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

### Preparation and processing methods

All must be covered. At least **9** of these must be observed by your assessor.

1	Boiling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Dipping	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Moulding	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Pouring	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Rolling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Mixing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Drying	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Piping	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Pulling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
10	Manipulating	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
11	Blending (colour and flavour)	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
12	Cutting	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
13	Spreading	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
14	Spinning	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## BE ABLE TO PROCESS MARZIPAN, PASTILLAGE AND SUGAR PRODUCTS (OUTCOME 3)

---

### 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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b> <b>Process</b> ingredients to meet dish requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Make sure the marzipan, <b>pastillage and sugar</b> products have the correct flavour, colour, texture and quantity	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

# **BE ABLE TO FINISH MARZIPAN, PASTILLAGE AND SUGAR PRODUCTS** (OUTCOME 5)

---

## **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.

---

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b> Decorate and present the marzipan, pastillage and sugar products to meet requirements	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>
<b>8</b> Safely store any processed marzipan, pastillage and sugar products not for immediate use	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>

---

## 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.

### Understand how to prepare marzipan, pastillage and sugar products (OUTCOME 2)

Ref.

- 
- K1 Explain how to select the correct type, quality and quantity of ingredients to meet product requirements
- 
- K2 Describe what to do if there is a problem with the ingredients
- 
- K3 Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- 

### Understand how to process marzipan, pastillage and sugar products (OUTCOME 4)

Ref.

- 
- K4 Explain how to carry out different processing methods according to product requirements
- 
- K5 State correct times and temperatures for cooking
- 
- K6 Explain how to identify when marzipan, pastillage and sugar products have the correct colour, flavour, texture and quantity
- 
- K7 Describe what common faults can occur with marzipan, pastillage and sugar products
- 
- K8 State healthy eating options when preparing, processing and finishing marzipan, pastillage and sugar products
- 

### Understand how to finish marzipan, pastillage and sugar products (OUTCOME 6)

Ref.

- 
- K9 Explain the common faults that can occur with sugar and pastillage products
- 
- K10 Explain how to correct the product to achieve requirements
- 
- K11 Describe items can be used to decorate the products
- 
- K12 Describe the current trends in relation to pastillage and sugar products
- 
- K13 Describe how to store pastillage and sugar products
-



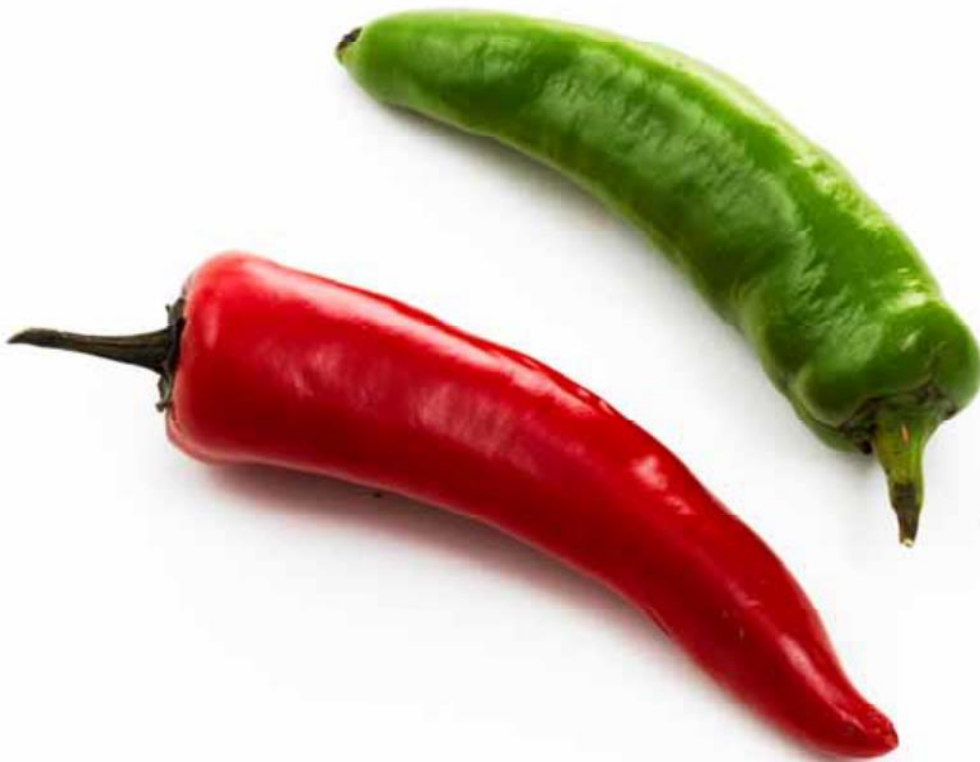


**UNIT 351 (3FPC9)**

**PREPARE, COOK AND  
PRESENT COMPLEX  
COLD PRODUCTS**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare, cook  
and present complex cold products**

**August 2010 Version 1.0**



# **PREPARE, COOK AND PRESENT COMPLEX COLD PRODUCTS**

---

This unit is about producing complex cold products, for example:

- cooked red meat
- cooked white meat
- joints of meat
- cooked poultry
- salads
- vegetables and fruit
- eggs
- farinaceous products
- fish (whole and portioned)
- game
- dairy products
- fungi
- rice
- pulses
- terrines
- pâté
- smoked items
- mousses

The preparation and cooking techniques covered include:

- boiling
- roasting
- combination cooking methods
- poaching (shallow and deep)
- baking
- steaming
- pressing and reforming
- shaping and moulding
- filleting
- de-boning
- skinning and trimming
- blending/liquidising
- rolling
- carving
- trussing and tying
- mincing and processing
- sieving

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare complex cold products

## **Outcome 2**

Understand how to prepare complex cold products

## **Outcome 3**

Be able to cook complex cold products

## **Outcome 4**

Understand how to cook complex cold products

## **Outcome 5**

Be able to present complex cold products

## **Outcome 6**

Understand how to present complex cold products

# PREPARE, COOK AND PRESENT COMPLEX COLD PRODUCTS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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.

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.

### BE ABLE TO PREPARE COMPLEX COLD PRODUCTS (OUTCOME 1)

Shaded numbers must be observed	1	2	3	4
<b>1</b> Select the type and quantity of ingredients needed for the product	C	C	C	C
<b>2</b> Check the ingredients to make sure they meet quality standards	C	C	C	C
<b>3</b> Select appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> Prepare the ingredients to meet requirements	C	C	C	C

### BE ABLE TO COOK COMPLEX COLD PRODUCTS (OUTCOME 3)

Shaded numbers must be observed	1	2	3	4
<b>5</b> Cook the ingredients to meet requirements	C	C	C	C
<b>6</b> Make sure the <b>complex cold products</b> have the correct flavour, colour, consistency and quantity	C	C	C	C

## What you must cover

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

### Complex cold products

All must be covered. At least **16** of these must be observed by your assessor.

1	Cooked red meat	C	C	C	C
2	Cooked white meat	C	C	C	C
3	Joints of meat	C	C	C	C
4	Cooked poultry	C	C	C	C
5	Salads	C	C	C	C
6	Vegetables and fruit	C	C	C	C
7	Eggs	C	C	C	C
8	Farinaceous products	C	C	C	C
9	Fish (whole and portioned)	C	C	C	C
10	Game	C	C	C	C
11	Dairy products	C	C	C	C
12	Fungi	C	C	C	C
13	Rice	C	C	C	C
14	Pulses	C	C	C	C
15	Terrines	C	C	C	C
16	Pâté	C	C	C	C
17	Smoked items	C	C	C	C
18	Mousses	C	C	C	C
19	Cold savoury/buffet appetisers	C	C	C	C

## BE ABLE TO PRESENT COMPLEX COLD PRODUCTS (OUTCOME 5)

Shaded numbers must be observed		1	2	3	4
<b>7</b>	Garnish and present the complex cold products to meet requirements	C	C	C	C
<b>8</b>	Make sure the complex cold products are at correct temperature for holding and serving	C	C	C	C
<b>9</b>	Safely store any cooked complex cold products not for immediate use	C	C	C	C

### Preparation, cooking and finishing

All must be covered. At least **11** of these must be observed by your assessor.

1	Boiling	C	C	C	C
2	Roasting	C	C	C	C
3	Combination cooking methods	C	C	C	C
4	Poaching (shallow and deep)	C	C	C	C
5	Baking	C	C	C	C
6	Steaming	C	C	C	C
7	Pressing and reforming	C	C	C	C
8	Shaping and moulding	C	C	C	C
9	Filleting	C	C	C	C
10	De-boning	C	C	C	C
11	Skinning and trimming	C	C	C	C
12	Blending/liquidising	C	C	C	C
13	Rolling	C	C	C	C
14	Carving	C	C	C	C
15	Trussing and tying	C	C	C	C
16	Mincing and processing	C	C	C	C
17	Sieving	C	C	C	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.

### Understand how to prepare complex cold products (OUTCOME 2)

Ref.

- 
- K1 Explain how to select correct type, quality and quantity of ingredients to meet product requirements
- 
- K2 Describe what to do if there is a problem with the ingredients
- 
- K3 Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- 
- K4 Explain how to carry out different preparation methods according to dish requirements
- 

### Understand how to cook complex cold products (OUTCOME 4)

Ref.

- 
- K5 Describe how to carry out different cooking methods
- 
- K6 Explain how to identify when complex cold products have the correct colour, flavour, texture and quantity
- 
- K7 Describe common faults that can occur with complex cold products
- 
- K8 State healthy eating options when dealing with complex cold products
- 

### Understand how to present complex cold products (OUTCOME 6)

Ref.

- 
- K9 Describe how to follow different presenting methods
- 
- K10 Explain how to minimise and correct common faults in complex cold products
- 
- K11 Explain how to correct products to achieve requirements
- 
- K12 State items that can be used to garnish complex cold products
- 
- K13 Describe how to garnish and present complex cold products
- 
- K14 Describe how to deal with items returned from buffet
- 
- K15 Describe current trends in relation to complex cold products
- 
- K16 Describe how to store complex cold products
-



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**UNIT 352 (3FPC10)**

**PREPARE, FINISH AND  
PRESENT CANAPÉS AND  
COCKTAIL PRODUCTS**

**Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare, cook and present canapés and cocktail products**

**August 2010 Version 1.0**



# **PREPARE, FINISH AND PRESENT CANAPÉS AND COCKTAIL PRODUCTS**

---

This unit is about producing canapés and cocktail products, for example:

- canapés
- filled short pastry items
- filled puff pastry items
- filled choux items
- cocktail brochettes
- bouchées

The preparation and cooking techniques covered include:

- baking
- slicing
- filling
- mixing
- chilling
- cutting
- piping
- spreading
- skewering

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare canapés and cocktail products

## **Outcome 2**

Understand how to prepare canapés and cocktail products

## **Outcome 3**

Be able to cook canapés and cocktail products

## **Outcome 4**

Understand how to cook canapés and cocktail products

## **Outcome 5**

Be able to present canapés and cocktail products

## **Outcome 6**

Understand how to present canapés and cocktail products

# PREPARE, FINISH AND PRESENT CANAPÉS AND COCKTAIL PRODUCTS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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.

For assessment criteria 9, 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.

**BE ABLE TO PREPARE CANAPÉS AND COCKTAIL PRODUCTS**

(OUTCOME 1)

	1	2	3	4
<b>Shaded numbers must be observed</b>				
<b>1</b> Select the type and quantity of ingredients needed for product	C	C	C	C
<b>2</b> Check the ingredients to make sure they meet quality standards	C	C	C	C
<b>3</b> Select appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> Prepare the ingredients to meet product requirements	C	C	C	C

**BE ABLE TO COOK CANAPÉS AND COCKTAIL PRODUCTS**

(OUTCOME 3)

	1	2	3	4
<b>Shaded numbers must be observed</b>				
<b>5</b> Cook the ingredients to meet requirements	C	C	C	C
<b>6</b> Make sure the canapés and cocktail products have the correct flavour, colour, texture and quantity	C	C	C	C

**What you must cover**

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

**Canapés and cocktails**

All must be covered. At least **4** of these must be observed by your assessor.

1	Canapés	C	C	C	C
2	Filled short pastry items	C	C	C	C
3	Filled puff pastry items	C	C	C	C
4	Filled choux items	C	C	C	C
5	Cocktail brochettes	C	C	C	C
6	Bouchées	C	C	C	C

**Preparation, cooking and finishing methods**

All must be covered. At least **7** of these must be observed by your assessor.

1	Baking	C	C	C	C
2	Slicing	C	C	C	C
3	Filling	C	C	C	C
4	Pouring	C	C	C	C
5	Mixing	C	C	C	C
6	Chilling	C	C	C	C
7	Cutting	C	C	C	C
8	Piping	C	C	C	C
9	Spreading	C	C	C	C
10	Skewering	C	C	C	C

---

## BE ABLE TO PRESENT CANAPÉS AND COCKTAIL PRODUCTS

(OUTCOME 5)

---

**Shaded numbers must  
be observed**

---

	1	2	3	4
<b>7</b> Finish the ingredients to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

<b>8</b> Decorate and present <b>canapés and cocktail</b> products to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
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<b>9</b> Make sure the canapés and cocktail products are at the correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
---	----------	----------	----------	----------

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<b>10</b> Safely store any cooked canapés and cocktail products not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
---	----------	----------	----------	----------

---

## 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.

### Understand how to prepare canapés and cocktail products (OUTCOME 2)

Ref.

- 
- K1 Explain how to select correct type, quality and quantity of ingredients to meet product requirements
- 
- K2 Describe what to do if there is a problem with the ingredients
- 
- K3 Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- 
- K4 Describe how to carry out different preparation methods according to dish requirements
- 

### Understand how to cook canapés and cocktail products (OUTCOME 4)

Ref.

- 
- K5 Describe how to carry out different cooking methods
- 
- K6 Explain how to identify when canapés and cocktail products have the correct colour, flavour, texture and quantity
- 
- K7 Describe common faults that can occur with canapés and cocktail products
- 
- K8 State healthy eating options when dealing with canapés and cocktail products
- 

### Understand how to present canapés and cocktail products (OUTCOME 6)

Ref.

- 
- K9 Describe how to follow different presentation methods
- 
- K10 Explain how to correct products to achieve requirements
- 
- K11 Describe what items can be used to decorate canapés and cocktail products
- 
- K12 Describe how to garnish and present canapés and cocktail products
- 
- K13 Describe how to deal with items returned from buffet
- 
- K14 Describe current trends in relation to canapés and cocktail products
- 
- K15 Describe how to store canapés and cocktail products
-



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**UNIT 353 (3FPC11)**

**PREPARE, COOK AND  
FINISH DRESSINGS AND  
COLD SAUCES**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare, cook  
and finish dressings and cold sauces**

**August 2010 Version 1.0**



# **PREPARE, COOK AND FINISH DRESSINGS AND COLD SAUCES**

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This unit is about preparing, cooking and finishing dressings and cold sauces, for example:

- tartare sauce
- Cumberland sauce
- English sauces such as horseradish
- emulsified egg-based sauces
- oil-based dressing
- fruit/pulses/vegetable thickening sauces
- cream thickening sauces
- sour cream/ yoghurt based
- coulis

The preparation and cooking techniques covered include:

- weighing and measuring
- boiling
- simmering
- reducing
- chopping
- whisking
- blanching
- sieving/stirring
- liquidising/blending
- emulsifying
- processing

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare dressings and cold sauces

## **Outcome 2**

Understand how to prepare dressings and cold sauces

## **Outcome 3**

Be able to cook dressings and cold sauces

## **Outcome 4**

Understand how to cook dressings and cold sauces

## **Outcome 5**

Be able to finish dressings and cold sauces

## **Outcome 6**

Understand how to finish dressings and cold sauces

# PREPARE, COOK AND FINISH DRESSINGS AND COLD SAUCES

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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.

### BE ABLE TO PREPARE DRESSINGS AND COLD SAUCES (OUTCOME 1)

Shaded numbers must be observed

	1	2	3	4
<b>1</b> Select the type and quantity of ingredients needed for the <b>sauce</b>	C	C	C	C
<b>2</b> Check the ingredients to make sure they meet quality standards	C	C	C	C
<b>3</b> Select the appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> <b>Prepare</b> the dressings/sauce to meet requirements	C	C	C	C

### BE ABLE TO COOK DRESSINGS AND COLD SAUCES (OUTCOME 3)

Shaded numbers must be observed

	1	2	3	4
<b>5</b> <b>Cook</b> the dressings and sauce to meet requirements	C	C	C	C
<b>6</b> Make sure the dressing and sauce has the correct flavour, colour, consistency and quantity	C	C	C	C

## What you must cover

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

### Preparation and cooking methods

All must be covered. At least **8** of these must be observed by your assessor.

1	Weighing and measuring	C	C	C	C
2	Boiling	C	C	C	C
3	Simmering	C	C	C	C
4	Reducing	C	C	C	C
5	Chopping	C	C	C	C
6	Whisking	C	C	C	C
7	Blanching	C	C	C	C
8	Sieving/stirring	C	C	C	C
9	Liquidising/blending	C	C	C	C
10	Emulsifying	C	C	C	C
11	Processing	C	C	C	C

### Sauces

All must be covered. At least **5** of these must be observed by your assessor.

1	Derivative of mayonnaise	C	C	C	C
2	Coulis	C	C	C	C
3	Egg and oil emulsion	C	C	C	C
4	Flavoured oil-based dressing	C	C	C	C
5	Sour cream/yoghurt based	C	C	C	C
6	Fruit/vegetable thickened – eg dips	C	C	C	C

---

**BE ABLE TO FINISH  
DRESSINGS AND COLD  
SAUCES** (OUTCOME 5)

---

**Shaded numbers must  
be observed****1 2 3 4**

---

<b>7</b>	Finish the dressing and sauce to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b>	Make sure the dish is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b>	Safely store any cooked dressings and sauce not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

### Understand how to prepare dressings and cold sauces (OUTCOME 2)

Ref.

- 
- K1 Explain how to select correct type, quality and quantity of ingredients to meet dish requirements
- 
- K2 Explain what quality points to look for in dressings/sauce ingredients
- 
- K3 State the correct tools and equipment and the reasons for using them when carrying out different preparation methods
- 
- K4 Describe how to carry out different preparation methods according to dish requirements
- 

### Understand how to finish dressings and cold sauces (OUTCOME 6)

Ref.

- 
- K9 Describe how to present cooked dressings/sauces
- 
- K10 Explain how to adjust the taste and flavour of dressings and cold sauces
- 
- K11 Describe the appropriate accompaniments and garnishes for different dressings and cold sauces
- 
- K12 Describe the quality points relating to dressings and cold sauces
- 
- K13 Describe how to store dressings and cold sauces
- 

### Understand how to cook dressings and cold sauces (OUTCOME 4)

Ref.

- 
- K5 Describe how to carry out different cooking methods
- 
- K6 State the correct temperature for cooking dressings/sauces
- 
- K7 Explain how to identify when dressings/sauces have the correct colour, flavour, consistency and quantity
- 
- K8 State healthy eating options when preparing, cooking and finishing dressings and cold sauces
-



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**UNIT 354 (3FPC12)**

**PREPARE, COOK AND  
FINISH COMPLEX HOT  
DESSERTS**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare, cook  
and finish complex hot desserts**

**August 2010 Version 1.0**



# **PREPARE, COOK AND FINISH COMPLEX HOT DESSERTS**

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This unit is about preparing, cooking and finishing complex hot desserts, for example:

- hot soufflés
- paste-based desserts
- fruit-based desserts
- sponge-based desserts

The preparation, cooking and finishing techniques covered include:

- creaming
- folding
- aeration
- use of moulds
- incorporating fat
- separation/combining of colours, flavours and ingredients
- steaming
- deep fat frying
- bain marie
- baking
- re-heating
- microwaving
- gratinating
- cooling
- piping
- de-moulding
- glazing
- portioning

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare complex hot desserts

## **Outcome 2**

Understand how to prepare complex hot desserts

## **Outcome 3**

Be able to cook complex hot desserts

## **Outcome 4**

Understand how to cook complex hot desserts

## **Outcome 5**

Be able to finish complex hot desserts

## **Outcome 6**

Understand how to finish complex hot desserts

# PREPARE, COOK AND FINISH COMPLEX HOT DESSERTS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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.

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.

## BE ABLE TO PREPARE COMPLEX HOT DESSERTS (OUTCOME 1)

Shaded numbers must be observed	1	2	3	4
<b>1</b> Select the type and quantity of ingredients needed for the <b>dessert</b>	C	C	C	C
<b>2</b> Check the ingredients to make sure they meet quality standards	C	C	C	C
<b>3</b> Select the appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> <b>Prepare</b> the ingredients to meet requirements	C	C	C	C

## BE ABLE TO COOK COMPLEX HOT DESSERTS (OUTCOME 3)

Shaded numbers must be observed	1	2	3	4
<b>5</b> <b>Cook</b> the ingredients to meet requirements	C	C	C	C

## What you must cover

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

### Desserts

All must be covered. At least **3** of these must be observed by your assessor.

1	Hot soufflés	C	C	C	C
2	Paste based	C	C	C	C
3	Fruit-based desserts	C	C	C	C
4	Sponge-based desserts	C	C	C	C

### Preparation methods

All must be covered. At least **5** of these must be observed by your assessor.

1	Creaming	C	C	C	C
2	Folding	C	C	C	C
3	Aeration	C	C	C	C
4	Use of moulds	C	C	C	C
5	Incorporating fat	C	C	C	C
6	Separation/ combining of colours/flavours/ ingredients	C	C	C	C

### Cooking methods

All must be covered. At least **4** of these must be observed by your assessor.

1	Steaming	C	C	C	C
2	Deep fat frying	C	C	C	C
3	Bain Marie	C	C	C	C
4	Baking	C	C	C	C
5	Microwaving	C	C	C	C

### Finishing methods

All must be covered. At least **5** of these must be observed by your assessor.

1	Gratinate	C	C	C	C
2	Cooling	C	C	C	C
3	Piping	C	C	C	C
4	De-moulding	C	C	C	C
5	Glazing	C	C	C	C
6	Portioning	C	C	C	C

---

**BE ABLE TO FINISH  
COMPLEX HOT  
DESSERTS** (OUTCOME 5)

---

	1	2	3	4
<b>Shaded numbers must be observed</b>				
<b>6</b> Make sure the dessert has the correct colour, texture and finish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>7</b> <b>Finish</b> and present the dessert to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>8</b> Make sure the dessert is at correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b> Safely store any desserts not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## 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.

### Understand how to prepare complex hot desserts (OUTCOME 2)

Ref.

- |    |   |
|----|---|
| K1 | Describe what quality points to look for in main ingredients  |
| K2 | Explain how to control portions and minimise waste  |
| K3 | Describe the appropriate preparation methods for different complex hot desserts                             |
| K4 | Explain the effects of various temperatures and humidities can have on ingredients used                     |
| K5 | Describe the correct tools and equipment and the reasons for using them when preparing complex hot desserts |
| K6 | Describe the types of problems when preparing hot desserts and correct methods of dealing with them         |

### Understand how to finish complex hot desserts (OUTCOME 6)

Ref.

- |     |  |
|-----|--|
| K11 | Describe the quality points relating to the finished product       |
| K12 | Explain the appropriate finishing methods for each type of product |

### Understand how to cook complex hot desserts (OUTCOME 4)

Ref.

- |     |   |
|-----|---|
| K7  | Explain which cooking methods relate to each type of complex hot dessert                                    |
| K8  | Describe the type of problems that may occur when cooking hot desserts and how to deal with these correctly |
| K9  | Explain how to minimise common faults   |
| K10 | State healthy eating options when dealing with complex hot desserts   |



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**UNIT 355 (3FPC13)**

**PREPARE, COOK AND  
FINISH COMPLEX COLD  
DESSERTS**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to prepare, cook  
and finish complex cold desserts**

**August 2010 Version 1.0**



# **PREPARE, COOK AND FINISH COMPLEX COLD DESSERTS**

---

This unit is about preparing, cooking, processing and finishing complex cold desserts, for example:

- cheesecake
- mousses
- meringues
- sorbets

The preparation, cooking and finishing techniques covered include:

- creaming
- aeration
- combining
- sieving/passing
- puréeing
- folding
- addition of flavours/colours
- straining
- poaching
- baking
- boiling
- steaming
- de-moulding
- freezing
- refrigeration
- chilling
- stacking
- portioning
- cutting

This unit has **six** outcomes:

## **Outcome 1**

Be able to prepare complex cold desserts

## **Outcome 2**

Understand how to prepare complex cold desserts

## **Outcome 3**

Be able to cook complex cold desserts

## **Outcome 4**

Understand how to cook complex cold desserts

## **Outcome 5**

Be able to finish complex cold desserts

## **Outcome 6**

Understand how to finish complex cold desserts

# PREPARE, COOK AND FINISH COMPLEX COLD DESSERTS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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.

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.

## BE ABLE TO PREPARE COMPLEX COLD

### DESSERTS (OUTCOME 1)

Shaded numbers must be observed	1	2	3	4
<b>1</b> Select the type and quantity of ingredients needed for the <b>dessert</b>	C	C	C	C
<b>2</b> Check the ingredients to make sure they meet quality standards	C	C	C	C
<b>3</b> Select the appropriate tools and equipment and use correctly	C	C	C	C
<b>4</b> <b>Prepare</b> the ingredients to meet requirements	C	C	C	C

## BE ABLE TO COOK COMPLEX COLD

### DESSERTS (OUTCOME 3)

Shaded numbers must be observed	1	2	3	4
<b>5</b> <b>Cook</b> the ingredients to meet requirements	C	C	C	C
<b>6</b> <b>Process</b> the dessert to meet dish requirements	C	C	C	C

## What you must cover

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

### Desserts

All must be covered. At least **4** of these must be observed by your assessor.

1	Egg-based set	C	C	C	C
2	Mousses/cold soufflés	C	C	C	C
3	Meringue based	C	C	C	C
4	Cheesecake	C	C	C	C
5	Paste-based goods	C	C	C	C
6	Fruit/crème bavaois	C	C	C	C
7	Ice cream based/sorbet based	C	C	C	C

### Preparation methods

All must be covered. At least **5** of these must be observed by your assessor.

1	Creaming	C	C	C	C
2	Aeration	C	C	C	C
3	Combining	C	C	C	C
4	Sieving/passing	C	C	C	C
5	Puréeing	C	C	C	C
6	Folding	C	C	C	C
7	Addition of colours/flavours	C	C	C	C
8	Straining	C	C	C	C

### Cooking methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Poaching	C	C	C	C
2	Baking	C	C	C	C
3	Boiling	C	C	C	C
4	Steaming	C	C	C	C

**BE ABLE TO FINISH  
COMPLEX COLD  
DESSERTS** (OUTCOME 5)

**Shaded numbers must be observed**      **1   2   3   4**

**7** Make sure the dessert has the correct colour, texture and finish      **C C C C**

**8** Make sure the dessert is at correct temperature for holding and serving      **C C C C**

**9** Safely store any desserts not for immediate use

**Processing methods**

All must be covered. At least **3** of these must be observed by your assessor.

1	De-moulding	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Freezing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Refrigeration	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Chilling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

**Finishing methods**

All must be covered. At least **5** of these must be observed by your assessor.

1	Cooling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Stacking	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Glazing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Filling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Portioning	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Cutting	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Piping	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

---

## What you must know

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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.

---

**Understand how to prepare complex cold desserts (OUTCOME 2)**

---

**Ref.**

- K1 State the correct tools and equipment and the reasons for using them when preparing complex cold desserts
- 
- K2 Explain how to control portions and minimise waste
- 
- K3 Describe the appropriate preparation methods for different complex cold desserts
- 
- K4 Describe the types of problems that may occur when preparing cold desserts and how to deal with these correctly
- 

---

**Understand how to finish complex cold desserts (OUTCOME 6)**

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**Ref.**

- K10 State the quality points relating to the finished product
- 

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**Understand how to cook complex cold desserts (OUTCOME 4)**

---

**Ref.**

- K5 State which processing methods are appropriate to each type of product
- 
- K6 State the quality points relating to processed products
- 
- K7 Describe how to adjust flavours and minimise common faults
- 
- K8 Describe the type of problems that may occur when cooking and processing cold desserts and how to deal with these correctly
- 
- K9 State healthy eating options when preparing and cooking complex cold desserts
-



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**UNIT 356 (3FPC14)**

**PRODUCE SAUCES,  
FILLINGS AND COATINGS  
FOR COMPLEX DESSERTS**

**Successful assessment of the unit proves  
that the learner has achieved the national  
occupational standard to produce sauces,  
fillings and coatings for complex desserts**

**August 2010 Version 1.0**



# **PRODUCE SAUCES, FILLINGS AND COATINGS FOR COMPLEX DESSERTS**

---

This unit is about producing sauces, fillings and coatings, for example:

- syrups
- butter cream
- sugar glazes

The preparation, cooking and finishing techniques covered include:

- mixing
- whisking
- boiling
- separating
- creaming
- reducing
- liquidising
- blending
- addition of colouring
- emulsifying
- addition of flavouring

This unit has **two** outcomes:

## **Outcome 1**

Be able to produce sauces, fillings and coatings for complex desserts

## **Outcome 2**

Understand how to produce sauces, fillings and coatings for complex desserts

# PRODUCE SAUCES, FILLINGS AND COATINGS FOR COMPLEX DESSERTS

## Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete 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

# BE ABLE TO PRODUCE SAUCES, FILLINGS AND COATINGS FOR COMPLEX DESSERTS

(OUTCOME 1)

## 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.

<b>Shaded numbers must be observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b> Select the type and quantity of ingredients needed for the <b>sauces, fillings and coatings</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>2</b> Check the ingredients to make sure they meet quality standards	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>3</b> Select the appropriate tools and equipment and use correctly	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>4</b> <b>Prepare</b> the ingredients to meet dish requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>5</b> <b>Process</b> ingredients to meet dish requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>6</b> Make sure the sauce, filling and coating has the correct colour, texture and finish	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>7</b> Finish and present the sauce, filling and coating to meet requirements	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

## What you must cover

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

### Sauces, fillings and coatings

All must be covered. At least **8** of these must be observed by your assessor.

1	Crème anglaise	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Sabayon	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Fruit coulis	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Ganache	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Crème chantilly	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Preserves	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
7	Fruit glazes	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
8	Crème patisserie	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
9	Syrups	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
10	Butter cream	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
11	Royal icing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
12	Jams	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
13	Sugar glazes	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

### Preparation methods

All must be covered. At least **4** of these must be observed by your assessor.

1	Mixing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Whisking	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Boiling	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Separating	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Creaming	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

<b>Shaded numbers must be observed</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>8</b>	Make sure the sauce, filling and coating is at the correct temperature for holding and serving	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>9</b>	Safely store any sauce, filling and coating not for immediate use	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

### Processing methods

All must be covered. At least **5** of these must be observed by your assessor.

1	Reducing	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
2	Liquidising	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
3	Blending	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
4	Addition of colouring	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
5	Emulsifying	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>
6	Addition of flavouring	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>

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## What you must know

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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.

---

### **Understand how to produce sauces, fillings and coatings for complex desserts** (OUTCOME 2)

---

**Ref.**

- 
- |       |   |
|-------|---|
| K1    | Describe what quality points to look for relating to finished sauces, fillings and coatings   |
| <hr/> |   |
| K2    | Describe the correct tools and equipment and the reasons for using them when producing sauces, fillings and coatings for hot desserts |
| <hr/> |   |
| K3    | Describe the consistency required for finished sauces, fillings and coatings  |
| <hr/> |   |
| K4    | Describe how to adjust flavours and minimise common faults  |
| <hr/> |   |
| K5    | State the effects of different temperatures and humidity on ingredients used  |
| <hr/> |   |
| K6    | Explain the uses of various sauces, fillings and coatings   |
| <hr/> |   |
| K7    | Describe the types of problems that may occur with sauces, fillings and coatings and how to deal with these correctly                 |
| <hr/> |   |
| K8    | State healthy eating options when producing sauces, fillings and coatings   |
-



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# Appendix 1      Summary of City & Guilds assessment policies

## **Health and Safety**

All N/SVQ centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment sites.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the reason why to you. You may need to retake your assessment at a later date.

## **Equal Opportunities**

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **[www.cityandguilds.com](http://www.cityandguilds.com)**, City & Guilds Customer Relations Team or from your centre.

## **Access to assessment**

City & Guilds qualifications are open to all learners, whatever their gender, race, creed, age or special needs. Some learners may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special assessment requirements, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **[www.cityandguilds.com](http://www.cityandguilds.com)**, from the City & Guilds Customer Relations Team or your centre.

## **Complaints and appeals**

Centres must have a policy and procedure to deal with any complaints you may have. For example, you may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information from the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can contact City & Guilds.

Our complaints policy is on our website **[www.cityandguilds.com](http://www.cityandguilds.com)** or is available from the City & Guilds Customer Relations Team or your centre.

## Appendix 2      Observation sheets

# Observation sheet - Food and Beverage Service



<b>Learner:</b>	<b>Assessor:</b>	<b>Ref:</b>
-----------------	------------------	-------------

**Activity observed**

**101/1GEN1**

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

**104/1GEN4**

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

**201/2GEN1**

- 2.Greet customers
- 3.Respect/friendly
- 3.Customer valued
- 4. Customer expectation identified
- 5.Courteous
- 6.Keep informed
- 7.Adapt to different behaviour
- 8.Respond promptly and positively
- 14.Provide information
- 15. Check customer understanding

**204/2GEN4**

- 4.Wash hands
- 3.Change clothes
- 8.Surfaces and equipment are clean
- 15 Food within use by date & undamaged
- 16.Store food correctly
- 20.Follow stock rotation
- 23.Protect food from hazards
- 25.Maintained time temperature for food safety

<b>Duration of assessment</b>	<b>Service period</b>	Breakfast	Lunch	Dinner	Function
<b>Number of covers</b>	<b>Type of service</b>	a la carte	Table d hote	Function	
Counter.....					

**Observation sheet - Food and Beverage Service**

**Questions asked during observation with answers**

---

---

**Feedback**

---

Learner signature.....

Assessor signature..... Date: .....

<b>Observation sheet - Candidate:</b>	<b>Assessor:</b>	<b>Ref:</b>
---------------------------------------	------------------	-------------

**Activity observed**

**101/1GEN1**

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

**102/1GEN2**

- 2. Clean knives
- 3.Sharpen knives
- 4. Knife appropriate to task
- 6.Knives used safely
- 7.Knives cleaned and stored correctly

**OPTIONAL UNITS**

- 1. Check ingredients are fir for preparation/cooking
- 2. Check & use correct techniques ,tools and equipment
- 3. Combine the food to meet requirements
- 4 Cook food to meet requirements of the dish
- 5/7Finish food as required for the dish
- 6. Ensure dish is at correct temperature for holding& storing
- 8. Safely store food not for immediate use

**104/1GEN4**

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

**203/2GEN3**

- 5.Wash hands
- 4..Change clothes
- 9.Surfaces and equipment are clean
- 10.Clean clothes used
- 18. Food within use by date & undamaged
- 20.Prepare food for storage
- 21. Store food quickly
- 23 Avoid cross contamination
- 27 Check food for hazards
- 29. Avoid allergic contamination
- 30. Prevent contamination across different types of food
- 31. Time and temperature

<b>Duration of assessment</b>	<b>Service period</b>	Breakfast	Lunch	Dinner	Function
<b>Number of covers</b>	<b>Type of service</b>	a la carte	Table d hote	Function	
Counter... ..					

**Observation sheets - Cookery**

**Questions asked during observation with answers**

---

---

---

**Feedback**

---

---

Learner signature.....

Assessor signature..... Date: .....

## Observation sheet – Front of House - Reception

<b>Candidate:</b>	<b>Assessor:</b>	<b>Ref:</b>
-------------------	------------------	-------------

**Activity observed**

### 101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

### 104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

### 201/2GEN1

- 2.Greet customers
- 3.Respect/friendly
- 3.Customer valued
- 4. Customer expectation identified
- 5.Courteous
- 6.Keep informed
- 7.Adapt to different behaviour
- 8.Respond promptly and positively
- 14.Provide information
- 15. Check customer understanding

<b>Duration of assessment</b>	Activity	Check in	Check out
<b>Number of customers</b>			

**Observation sheet – Front of House - Reception**

Questions asked during observation with answers

---

---

---

**Feedback**

---

Learner signature.....

Assessor signature..... Date: .....



# Observation sheet – Diploma in Housekeeping

<b>Candidate:</b>	<b>Assessor:</b>	<b>Ref:</b>
-------------------	------------------	-------------

**Activity observed**

### 101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

### 104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

### 264/2HK1

- 1. Prepare bathroom/toilet area
- 2. Select equipment & materials
- 3. Clean toilet correct sequence
- 4 Clean bathroom correct sequence
- 5. Clean floors, walls &other areas correct sequence
- 8 Prepare furnished area
- 11. Clean floor/furnishing
- 17. PPE worn
- 18. Dispose of waste
- 19 Sanitise waste containers

---

### Duration of assessment

**Number of rooms serviced**

**Type of service**

**new arrival**

**Stay over**

---

---

**Feedback**

---

Learner signature..... Date:.....

Assessor signature..... Date: .....

## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

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

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

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

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### Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

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

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### International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

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

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

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