Level 3 Diploma in Professional Cookery (7133) – QCF version

Qualification handbook for centres
All routes
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## Level 3 Diploma in Professional Cookery (7133) – QCF version

### All routes

<table>
<thead>
<tr>
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<td>p. 2&lt;br&gt;Useful contacts&lt;br&gt;Structure&lt;br&gt;Structure/ Units</td>
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<td>Appendix 2&lt;br&gt;Annex C</td>
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HOSPITALITY AND CATERING
Support Materials

Our suite of support materials has been specifically designed to complement Hospitality & Catering qualifications, providing learners with great learning tools to support them in understanding the knowledge, progressing forward and succeeding.

Support Materials include:

- **Candidate Logbooks** now incorporate the new QCF standards and are packed with inspiring introductory materials, colour pictures, design features and useful extras such as recording forms which make the books easy to use. The logbooks are designed to maintain the highest standard of evidence recording to meet assessment requirements. Available for:
  
  - Level 2 NVQ Diploma in Food & Beverage Service
  - Level 2 NVQ Diploma in Professional Cookery

  Find more information at: [www.cityandguilds.com/publications](http://www.cityandguilds.com/publications) or order copies from [www.walledgarden.com](http://www.walledgarden.com)

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  - 7100 Diploma Professional Cookery Level 1
  - 7100 Diploma Professional Cookery Level 2
  - NVQ/SVQ and Technical Certificates Professional Cookery Level 2
  - 7103 Diploma, NVQ/SVQ and Technical Certificates Food & beverage Service, Levels 1 & 2
  - 7250 Diploma, NVQ/SVQ and Technical Certificate Hospitality Supervision and Leadership Level 3

  Find more information at: [www.heinemann.co.uk/proactive](http://www.heinemann.co.uk/proactive)

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  SmartScreen is a dedicated online support portal providing learner and tutor support for City & Guilds qualifications. Learners are engaged through interactive activities, lesson plans, visual resources and more, while tutors can benefit from a wide range of resources planned in conjunction for the standards set for the units, ensuring all possible outcomes are covered. They also have access to an interactive online discussion forum, monitored by a City & Guilds resident expert where they can ask other tutors questions, give advice and share best practice.

  All these resources are completely versatile allowing tutors to adapt them in any way they choose.

  Visit [www.smartscreen.co.uk/webconferencing](http://www.smartscreen.co.uk/webconferencing) for a 20-30 minute online demo or to subscribe visit [www.walled-garden.com](http://www.walled-garden.com)
## Contents

<table>
<thead>
<tr>
<th></th>
<th>Introduction to the qualifications</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Centre requirements</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>Units</td>
<td>16</td>
</tr>
<tr>
<td>Unit 203</td>
<td>Maintain food safety when preparing, storing and cooking food (2GEN3)</td>
<td>18</td>
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<td>Unit 296</td>
<td>Produce healthier dishes (2PR17)</td>
<td>26</td>
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<tr>
<td>Unit 302</td>
<td>Develop productive working relationships with colleagues (MSC D1) (HSL2)</td>
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<td>Contribute to the control of resources (HSL3)</td>
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<td>Unit 305</td>
<td>Maintain the health, hygiene, safety and security of the working environment</td>
<td>37</td>
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<td>Cook and finish complex vegetable dishes (3FC6)</td>
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<td>Prepare, cook and finish complex hot sauces (3FPC1)</td>
<td>88</td>
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<td>92</td>
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<td>96</td>
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<td>100</td>
</tr>
<tr>
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<td>104</td>
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<td>Prepare, cook and finish complex pastry products (3FPC6)</td>
<td>108</td>
</tr>
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<td>Unit 349</td>
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<td>112</td>
</tr>
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<td>Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)</td>
<td>116</td>
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<td>120</td>
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<td>137</td>
</tr>
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<td>Unit 356</td>
<td>Produce sauces, fillings and coatings for complex desserts (3FPC14)</td>
<td>142</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td>Unit 666</td>
<td>Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10)</td>
<td>145</td>
</tr>
<tr>
<td>Appendix 1</td>
<td>Course design and delivery</td>
<td>147</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Assessment</td>
<td>148</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Guidance on the use of Expert Witness</td>
<td>155</td>
</tr>
<tr>
<td>Expert Witness Nomination Form</td>
<td></td>
<td>157</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Relationships to other qualifications</td>
<td>159</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Sources of general information</td>
<td>160</td>
</tr>
</tbody>
</table>
# 1 Introduction to the qualifications

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

<table>
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<tr>
<th>Qualification title and level</th>
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<th>Qualification accreditation number</th>
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<td>500/9438/5</td>
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Please refer to the Walled Garden for last registration/certification dates.

The Level 3 NVQ Diplomas in Professional Cookery (7133) aim to:
- meet the needs of candidates who work or want to work in
  - professional cookery
  - patisserie and confectionery
- replace the City & Guilds Level 3 NVQs in Hospitality (7083) which expire on 31/07/2010
- provide valuable accreditation of skills and knowledge for candidates, without requiring or proving occupational competence
- provide broad coverage of the requirements of staff working in job roles within these areas of the Hospitality Industry.
1.1 Qualification structure

The tables below give the unit titles, the credit value and guided learning hours (GLH) of each unit and the title of the qualifications which will be awarded to candidates successfully completing the required combinations of units and/or credits.

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

To achieve the Level 3 NVQ Diploma in Professional Cookery:

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)

### MANDATORY UNITS

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### SECTION A OPTIONAL UNITS

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**Level 3 NVQ Diploma in Professional Cookery**

To achieve the Level 3 NVQ Diploma in Professional Cookery

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)

### MANDATORY UNITS

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<td>HSL30</td>
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<td>Ensure food safety practices are followed in the preparation and serving of food and drink</td>
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<tr>
<td>PERR/10</td>
<td>666</td>
<td>Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
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</table>
Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery)

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

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)

Mandatory Units

<table>
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<tr>
<th>Unit title</th>
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<tr>
<td>HSL2 Develop productive working relationships with colleagues</td>
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<tr>
<td>2GEN3/09 Maintain food safety when storing, preparing and cooking food</td>
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<td>HSL4 Maintain the health, hygiene, safety and security of the working environment</td>
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Section A Optional units

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<td>3FPC5/10 Prepare, cook and finish complex cakes, sponges, biscuits and scones</td>
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<td>3FPC6/10 Prepare, cook and finish complex pastry products</td>
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<tr>
<td>3FPC7/10 Prepare, process and finish complex chocolate products</td>
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<td>3FPC12/10 Prepare, cook and finish complex hot desserts</td>
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<td>3FPC13/10 Prepare, cook and finish complex cold desserts</td>
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<td>3FPC14/10 Produce sauces, fillings and coatings for complex desserts</td>
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<td>HSL3 Contribute to the control of resources</td>
<td>4</td>
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</tr>
<tr>
<td>HSL9 Contribute to the development of recipes and menus</td>
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<tr>
<td>HSL30 Ensure food safety practices are followed in the preparation and serving of food and drink</td>
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<tr>
<td>PERR/10 Employment rights &amp; responsibilities in the hospitality, leisure, travel and tourism sector</td>
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Mapping old standards to new

This NVQ Diploma is a redevelopment of the Level 3 NVQ in Hospitality (7083). The mapping table below identifies the changes that have been made to the standards.

<table>
<thead>
<tr>
<th>OLD standards Unit title</th>
<th>NEW standards Unit title</th>
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<tbody>
<tr>
<td>002 HS2 Establish and develop positive working relationships in hospitality</td>
<td>302 HSL2 Develop productive working relationships with colleagues (MSC D1)</td>
</tr>
<tr>
<td>003 HS3 Contribute to the control of resources</td>
<td>303 HSL3 Contribute to the control of resources</td>
</tr>
<tr>
<td>004 HS4 Maintain the health, safety and security of the working environment</td>
<td>305 HSL4 Maintain the health, hygiene, safety and security of the working environment</td>
</tr>
<tr>
<td>009 HS9 Contribute to the development and introduction of recipes and menus</td>
<td>309 HSL9 Contribute to the development of recipes and menus</td>
</tr>
<tr>
<td>603 2GEN3 Maintain food safety when storing, preparing and cooking food</td>
<td>203 2GEN3/10 Maintain food safety when preparing, storing and cooking food</td>
</tr>
<tr>
<td>648 2FPC13 Prepare cook and finish healthier dishes</td>
<td>296 2PR17 Produce healthier dishes</td>
</tr>
<tr>
<td>701 3GEN 1 Ensure appropriate food safety practices are followed whilst food is prepared, cooked and served</td>
<td>330 HSL30 Ensure food safety practices are followed in the preparation and serving of food and drink.</td>
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<tr>
<td>702 3FP1 Prepare fish for complex dishes</td>
<td>332 3FP1/10 Prepare fish for complex dishes</td>
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<tr>
<td>703 3FP2 Prepare shellfish for complex dishes</td>
<td>333 3FP2/10 Prepare shellfish for complex dishes</td>
</tr>
<tr>
<td>704 3FP3 Prepare meat for complex dishes</td>
<td>334 3FP3/10 Prepare meat for complex dishes</td>
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<tr>
<td>705 3FP4 Prepare poultry for complex dishes</td>
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<td>706 3FP5 Prepare game for complex dishes</td>
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<td>707 3FC1 Cook and finish complex fish dishes</td>
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<td>710 3FC4 Cook and finish complex poultry dishes</td>
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<td>711 3FC5</td>
<td>Cook and finish complex game dishes</td>
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<td>712 3FC6</td>
<td>Cook and finish complex vegetable dishes</td>
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<td>713 3FPC1</td>
<td>Prepare, cook and finish dressings and cold sauces</td>
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<tr>
<td>714 3FPC2</td>
<td>Prepare, cook and finish complex soups</td>
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<tr>
<td>715 3FPC3</td>
<td>Prepare, cook and finish fresh pasta dishes</td>
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<tr>
<td>716 3FPC4</td>
<td>Prepare, cook and finish complex bread dough products</td>
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<td>717 3FPC5</td>
<td>Prepare, cook and finish complex cakes, biscuits, sponges and scones</td>
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<td>718 3FPC6</td>
<td>Prepare, cook and finish complex pastry products</td>
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<tr>
<td>719 3FPC7</td>
<td>Prepare, process and finish chocolate products</td>
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<tr>
<td>720 3FPC8</td>
<td>Prepare, process and finish marzipan, pastillage and sugar products</td>
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<tr>
<td>721 3FPC9</td>
<td>Prepare, cook and present complex cold products</td>
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<tr>
<td>722 3FPC10</td>
<td>Prepare, finish and present canapés and cocktail products</td>
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<tr>
<td>723 3PC11</td>
<td>Prepare cook and finish complex hot sauces</td>
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<td>724 3FPC12</td>
<td>Prepare and cook complex hot desserts</td>
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<td>725 3FPC13</td>
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<td>726 3FPC14</td>
<td>Produce sauces, fillings and coatings for complex desserts</td>
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</table>
1.2 Opportunities for progression
On completion of this these qualifications candidates may progress into employment or to the following City & Guilds qualification
- Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) (7250).

1.3 Underpinning Knowledge Tests
UPK tests and answers are available to download from www.cityandguilds.com

1.4 Qualification support materials
City & Guilds also provides the following publications and resources specifically for these qualifications:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast track approval forms/generic fast track approval form</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a> or <a href="mailto:catering@cityandguilds.com">catering@cityandguilds.com</a></td>
</tr>
<tr>
<td>Candidate logbooks</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>UPK questions and answers</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>
2 Centre requirements

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

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 3 NVQ in Hospitality (7083) will be automatically approved to deliver the Level 3 NVQ Certificates in Hospitality (7133). These centres do not need to submit a fast track approval form.

2.1 Resource requirements

Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Human resources

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

• be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
• have recent relevant experience in the specific area they will be assessing
• have credible experience of providing training.

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

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined above. For more information on A/V units requirements please refer to the People1st Assessment Strategy (Appendix 2).

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.
Candidate entry requirements
Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.
There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully. Centres must also ensure that candidates have the potential and opportunity to gain evidence for the qualification in the workplace.

Age restrictions

<table>
<thead>
<tr>
<th>Qualification title</th>
<th>Number</th>
<th>Age</th>
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<tbody>
<tr>
<td>Level 3 NVQ Diploma in Professional Cookery</td>
<td>7133-02</td>
<td>16+</td>
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<tr>
<td>Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)</td>
<td>7133-01</td>
<td>16+</td>
</tr>
<tr>
<td>Level 3 NVQ Diploma in Professional Cookery (Patisserie and confectionary)</td>
<td>7133-03</td>
<td>16+</td>
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</tbody>
</table>
3 Units

Availability of units
The units for these qualifications follow.

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

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (UAN) www.accreditedqualifications.org.uk

Structure of units
The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds unit number
- Title
- Level
- UAN number
- Credit value
- Guided learning hours
- Unit aim
- Endorsement by a sector or other appropriate body
- Learning outcomes which are comprised of a number of assessment criteria
- Information on assessment

Summary of units

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Title</th>
<th>SSC unit number</th>
<th>Credits</th>
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<td>203</td>
<td>Maintain food safety when storing, preparing and cooking food</td>
<td>2GEN3/09</td>
<td>4</td>
<td>32</td>
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<td>296</td>
<td>Produce healthier dishes</td>
<td>2PR17</td>
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<td>28</td>
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<td>302</td>
<td>Develop productive working relationships with colleagues</td>
<td>HSL2</td>
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<td>303</td>
<td>Contribute to the control of resources</td>
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<td>332</td>
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<td>PERR/10</td>
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</table>
Unit 203 Maintain food safety when preparing, storing and cooking food (2GEN3)

Level: 2
UAN number: D/601/6980
Credit value: 4
GLH: 32

Unit aims
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.

Learning outcomes
There are nine learning outcomes to this unit. The learner will:
1. Be able to keep self clean and hygienic
2. Know how to keep self clean and hygienic
3. Be able to keep working area clean and hygienic
4. Know how to keep working area clean and hygienic
5. Be able to store food safely
6. Know how to store food safely
7. Be able to prepare, cook and hold food safely
8. Know how to prepare, cook and hold food safely
9. Know how to maintain food safety

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 203  Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

Outcome 1 Be able to keep self clean and hygienic

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

What you must cover:

1. Clothes
   a) Trousers
   b) Tops/jackets
   c) Coats
   d) Disposable gloves
   e) Shoes
   f) Headgear
   g) Aprons

2. Appropriate times to wash your hands
   a) After going to the toilet or in contact with faeces
   b) When going into food preparation and cooking areas including after any work breaks
   c) After touching raw food and waste
   d) Before handling raw food
   e) After disposing of waste
   f) After cleaning
   g) After changing dressings or touching open wounds

3. Unsafe behaviour
   a) Failure to wash hands thoroughly when necessary
   b) Touching your face, nose or mouth, blowing your nose
   c) Chewing gum
   d) Eating
   e) Smoking
   f) Scratching

Outcome 2 Know how to keep self clean and hygienic

The learner can:
K1. State why clean and hygienic clothes must be worn
K2. State why hair must be tied back or an appropriate hair covering be worn
K3. State the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking 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
Unit 203  Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

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

Outcome 3 Be able to keep working area clean and hygienic

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

What you must cover:
1. **Surfaces and equipment**
   a) Surfaces and utensils for preparing, cooking and holding food
   b) Surfaces and utensils used for displaying and serving food
   c) Appropriate cleaning equipment

Outcome 4 Know how to keep working area clean and hygienic

The learner can:
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
Unit 203  Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

**Outcome 5  Be able to store food safely**
The learner can:
18. Check that food is undamaged, at appropriate temperature and within ‘use-by-date’ on delivery
19. Look at and retain any important labelling information
20. Prepare food for storage
21. Place food in storage as quickly as necessary to maintain its safety
22. Make sure **storage areas** are clean, suitable and maintained at the correct temperature for the type of food
23. Store food so that cross contamination is prevented
24. Follow stock rotation procedures
25. Safely dispose of food that is beyond ‘use-by-date’
26. Keep necessary records up-to-date

**What you must cover:**
1. **Storage areas**
   a) Ambient temperature
   b) Refrigerator
   c) Freezer

**Outcome 6  Know how to store food safely**
The learner can:
K27. State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date
K28. State the importance of preparing food for storage
K29. State why food must be put in the correct storage area
K30. State the temperature food should be stored at
K31. State the importance of keeping storage areas clean and tidy
K32. Describe what to do if storage areas are not clean and tidy
K33. State the importance of storing food at the correct temperature
K34. Describe how to store food at the correct temperature
K35. State what types of food are raw
K36. State why types of food are ready-to-eat
K37. State why stock rotation procedures are important
K38. State why food beyond its ‘use-by-date’ must be disposed of
Unit 203 Maintain food safety when preparing, storing and cooking food (2GEN3)

Learning outcomes and assessment criteria

Outcome 7 Be able to prepare, cook and hold food safely

The learner can:
27. Check food before and during operations for any hazards
28. Follow correct procedures for dealing with food hazards
29. Follow organisational procedures for items that may cause allergic reactions
30. Prevent cross-contamination between different types of food
31. Use methods, times, temperatures and checks to make sure food is safe following operations
32. Keep necessary records up-to-date

What you must cover:

1. Operations
   a) Defrosting food
   b) Preparing food, including washing and peeling
   c) Cooking food
   d) Reheating food
   e) Holding food before serving
   f) Cooling cooked food not for immediate consumption
   g) Freezing cooked food not for immediate consumption

2. Hazards
   a. Bacteria and other organisms
   b. Chemical
   c. Physical
   d. Allergenic
Unit 203  Maintain food safety when preparing, storing and cooking food (2GEN3)
Learning outcomes and assessment criteria

Outcome 8 Know how to prepare, cook and hold food safely
The learner can:
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 do if a customer asks if a particular dish is free from a certain food allergen
K47. Describe how cross-contamination can happen between different food types
K48. Describe how to avoid cross-contamination between different food types
K49. Explain why thorough cooking and reheating methods should be used
K50. State cooking and reheating temperatures and times to use for food being worked with
K51. Describe how to check that food is thoroughly cooked or safely reheated
K52. State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer
K53. State the types of foods that may need to be chilled or frozen because they are not for immediate consumption
K54. Describe how to safely store food not for immediate consumption

Outcome 9 Know how to maintain food safety
The learner can:
K55. Describe how to operate a food safety management system
K56. Explain the concept of hazards to food safety in a catering operation
K57. State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level
K58. Describe what may happen if hazards are not controlled
K59. State the types of hazards that may occur in a catering operation
K60. Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination
K61. State why monitoring is important
K62. State the key stages in the monitoring process
K63. State the importance of knowing what to do when things go wrong
K64. State why some hazards are more important than others in terms of food safety
K65. State who to report to if there are food safety hazards
### Unit 203

**Maintain food safety when preparing, storing and cooking food (2GEN3)**

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2GEN3</th>
<th>Maintain food safety when storing, preparing and cooking food</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Be able to keep yourself clean and hygienic</td>
</tr>
<tr>
<td><strong>What you must <strong>DO</strong> for Outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess criteria 1, 2, 3 and 5 by directly observing the candidate’s work. The assessor may assess assessment criteria 4, 6, 7 and 8 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>
| **What you must **COVER** for Outcome 1** | There must be performance evidence, gathered through observing the candidate’s work, for:  
- at least **four** from **clothes**  
  a) trousers  
  b) tops/jackets  
  c) coats  
  d) disposable gloves  
  e) shoes  
  f) headgear  
  g) aprons  
- at least **five** from **appropriate times to wash your hands**  
  a) after going to the toilet or in contact with faeces  
  b) when going into food preparation and cooking areas including after any work breaks  
  c) after touching raw food and waste  
  d) before handling raw food  
  e) after disposing of waste  
  f) after cleaning  
  g) after changing dressings or touching open wounds  
- **none** from **unsafe behaviour**  
  a) failure to wash hands thoroughly when necessary  
  b) touching your face, nose of mouth, blowing your nose  
  c) chewing gum  
  d) eating  
  e) smoking  
  f) scratching  
| **Outcome 3** | Be able to keep your working area clean and hygienic |
| **What you must **DO** for Outcome 3** | The assessor **must** assess assessment criteria 9, 10, 13, 14 by directly observing the candidate’s work. The assessor may assess assessment criteria 11, 12, 15, 16 and 17 through questioning or witness testimony if no naturally occurring evidence is available. |
**Outcome 3**

**What you must COVER for Outcome 3**

There must be performance evidence, gathered through observing the candidate’s work for:

- at least **two** from **surfaces and equipment**
  - a) **surfaces and utensils for preparing, cooking and holding food**
  - b) **surfaces and utensils used for displaying and serving food**
  - c) **appropriate cleaning equipment**

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

**Outcome 5**

**What you must DO for Outcome 5**

The assessor must assess assessment criteria 18, 19, 20, 21, 22, 23 & 24 by directly observing the candidate's work.

The assessor may assess assessment criteria 25 & 26 through questioning or witness testimony if no naturally occurring evidence is available.

**What you must COVER for Outcome 5**

There must be performance evidence, gathered through observing the candidate’s work, for:

- at least **two** from **storage areas**
  - a) **ambient temperature**
  - b) **refrigerator**
  - c) **freezer**

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.

**Outcome 7**

**What you must DO for Outcome 7**

The assessor must assess assessment criteria 30 and 31 by directly observing the candidate’s work.

The assessor may assess assessment criteria 27, 28, 29 and 32 through questioning or witness testimony if no naturally occurring evidence is available.

**What you must COVER for Outcome 7**

There must be performance evidence, gathered through observing the candidate’s work, for:

- at least **four** from **operations**
  - a) **defrosting food**
  - b) **preparing food, including washing and peeling**
  - c) **cooking food**
  - d) **reheating food**
  - e) **holding food before serving**
  - f) **cooling cooked food not for immediate consumption**
  - g) **freezing cooked food not for immediate consumption**

- **none** from **hazards**
  - a) **bacteria and other organisms**
  - b) **chemical**
  - c) **physical**
  - d) **allergenic**

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 296  Produce healthier dishes (2PR17)

Level: 2
UAN number: A/601/4962
Credit value: 3
GLH: 28

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

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to produce healthier dishes
2. Understand how to produce healthier dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 296 Produce healthier dishes (2PR17)
Learning outcomes and assessment criteria

Outcome 1 Be able to produce healthier dishes
The learner can:
1. Check ingredients meet dish requirements
2. Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre
3. Cook food in a way that maximises its nutritional value
4. Use flavourings that minimise the use of salt and sugar
5. Present dishes in a way that is attractive to the customer
6. Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish

What you must cover:
1. Dish
   a) Meat/poultry
   b) Fish
   c) Vegetables/fruit
   d) Eggs
   e) Pasta/rice/grain/pulses
   f) Soups/sauces
   g) Pastry
   h) Bread/dough
   i) Sponges/cakes/biscuits/scones

Outcome 2 Understand how to produce healthier dishes
The learner can:
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 296  Produce healthier dishes (2PR17)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 2PR17</th>
<th>Produce healthier dishes</th>
</tr>
</thead>
</table>
| **What you must DO for Outcome 1** | The assessor *must* assess assessment criteria 1-4 by directly observing the candidate’s work.  
The assessor may assess assessment criteria 5 and 6 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must COVER for Outcome 1** | There must be performance evidence, gathered through observing the candidate’s work for:  
  - at least **four** from **dish:**  
    a) meat/poultry  
    b) fish  
    c) vegetables/fruit  
    d) eggs  
    e) pasta/rice/grain/pulses  
    f) soups/sauces  
    g) pastry  
    h) bread/dough  
    i) sponges/cakes/biscuits/scones  

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 302  Develop productive working relationships with colleagues (MSC D1) (HSL2)

Level: 3
UAN number: M/501/0428
Credit value: 9
GLH: 27

Unit aims
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.

Learning outcomes
There are five learning outcomes to this unit. The learner will be able to:
1. Develop productive working relationships with colleagues
2. Use appropriate behaviours for developing productive working relationships with colleagues
3. Know and understand how to develop productive working relationships with colleagues using general knowledge
4. Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge
5. Know and understand how to develop productive working relationships with colleagues using context specific knowledge

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st the Sector Skills Council for Hospitality and by the Management Standards Centre
Unit 302  Develop productive working relationships with colleagues (MSC D1) (HSL2)

Learning outcomes and assessment criteria

Outcome 1  Develop productive working relationships with colleagues
The learner can:
1. Establish working relationships with all colleagues who are relevant to the work being carried out
2. Recognise, agree and respect the roles and responsibilities of colleagues
3. Understand and take account of the priorities, expectations and authority of colleagues in decisions and actions
4. Fulfil agreements made with colleagues and let them know
5. Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
6. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out
7. Exchange information and resources with colleagues to make sure that all parties can work effectively
8. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement

Outcome 2  Use appropriate behaviours for developing productive working relationships with colleagues
The learner can:
9. Present information clearly, concisely, accurately and in ways that promote understanding
10. Demonstrate that they seek to understand people’s needs and motivations
11. Demonstrate that they make time available to support others
12. Demonstrate that they clearly agree what is expected of others and hold them to account
13. Demonstrate that they know how to work to develop an atmosphere of professionalism and mutual support
14. Demonstrate model behaviour that shows respect, helpfulness and co-operation
15. Demonstrate that they keep promises and honour commitments
16. Consider the impact of their own actions on others
17. Say no to unreasonable requests
18. Demonstrate that they show respect for the views and actions of others

Outcome 3  Know and understand how to develop productive working relationships with colleagues using general knowledge
The learner can:
K1. Understand the benefits of developing productive working relationships with colleagues
K2. Understand the principles of effective communication and how to apply them in order to communicate effectively with colleagues
K3. Know how to identify disagreements with colleagues and the techniques for sorting them out
Unit 302  
Develop productive working relationships with colleagues (MSC D1) (HSL2)

Learning outcomes and assessment criteria

K4. Know how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them
K5. Know how to take account of diversity issues when developing working relationships with colleagues
K6. Know the importance of exchanging information and resources with colleagues
K7. Know how to get and make use of feedback on your performance from colleagues
K8. Know how to provide colleagues with useful feedback on their performance

Outcome 4  Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge

The learner can:
K9. Know about regulations and codes of practice that apply in the industry or sector
K10. Know about standards of behaviour and performance in the industry or sector
K11. Know about the working culture of the industry or sector

Outcome 5  Know and understand how to develop productive working relationships with colleagues using context specific knowledge

The learner can
K12. Identify current and future work being carried out
K13. Identify colleagues who are relevant to the work being carried out, their work roles and responsibilities
K14. Identify processes within the organisation for making decisions
K15. Identify line management responsibilities and relationships within the organisation
K16. Practise the organisation’s values and culture
K17. Identify 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
# Unit 302

Develop productive working relationships with colleagues (MSC D1) (HSL2)

Evidence requirements

<table>
<thead>
<tr>
<th>Evidence of outcomes:</th>
<th>Learning outcome 1</th>
<th>Learning outcome 2</th>
<th>Learning outcome 3</th>
<th>Learning outcome 4</th>
<th>Learning outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible examples of evidence</td>
<td>1, 2, 3, 4 5, 8</td>
<td>9, 10, 11, 12 13, 14, 15, 16 17, 18</td>
<td>K1, K2, K3, K4, K5, K6, K7, K8</td>
<td>K9, K10, K11</td>
<td>K12, K13, K14, K15, K16, K17, K18, K19, K20</td>
</tr>
<tr>
<td>Records of activities and agreements with work colleagues that you have completed successfully:</td>
<td></td>
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<tr>
<td>• Notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements</td>
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<tr>
<td>• Emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements</td>
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<tr>
<td>• Personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them)</td>
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<tr>
<td>• Witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them)</td>
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</tr>
<tr>
<td>Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:</td>
<td>1, 2, 3, 5 6, 7, 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflict</td>
<td>9, 10, 12, 13 14, 15, 16 17, 18</td>
<td>K1, K2, K3, K4, K5, K6, K7</td>
<td>K9, K10, K11</td>
<td>K12, K13, K14, K15, K16, K17, K18, K19, K20</td>
<td></td>
</tr>
<tr>
<td>• Emails, memos and other correspondence with colleagues relating to relationship difficulties or conflict</td>
<td>9, 10, 12, 13 14, 15, 16 17, 18</td>
<td>K1, K2, K3, K4, K5</td>
<td>K9, K10, K11</td>
<td>K12, K13, K14, K15, K16, K17, K18, K19, K20</td>
<td></td>
</tr>
</tbody>
</table>
Unit 303  Contribute to the control of resources (HSL3)

Level: 3  
UAN number: H/502/4097  
Credit value: 4  
GLH: 30

Unit aims
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.

Learning outcomes
There are two learning outcomes to this unit. The learner will be able to:
1. Be able to contribute to the control of resources
2. Understand how to contribute to the control of resources

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People 1st, the Sector Skills Council for Hospitality.
Unit 303  Contribute to the control of resources (HSL3)
Learning outcomes and assessment criteria

Outcome 1 Be able to contribute to the control of resources
The learner can:
1. Compare the resource available to them with the resources they need for their work
2. Follow the correct procedures to obtain additional resources needed for their work
3. Deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed
4. Check the quality, quantity and suitability of resources before they are needed for use
5. Make sure that equipment and materials are correctly stored and maintained
6. Encourage their colleagues to make efficient use of resources and minimise waste
7. Monitor the use of resources in their area of responsibility
8. Make sure that resources are used effectively, efficiently and in line with organisational and legal requirements
9. Keep records about resources up-to-date, accurate and in the specified place
10. Recommend ways of making better use of resources following organisational requirements

Outcome 2 Understand how to contribute to the control of resources
The learner can:
K1. Identify the equipment, colleagues and supplies that are used in their area of responsibility
K2. Describe normal consumption levels for the resources in their area of responsibility
K3. Explain how to work out what resources are needed for planned work
K4. Explain how to identify what resources are available for planned work
K5. Explain how make sure the resources already available are suitable for planned work
K6. Explain how to identify what additional resources are needed for planned work
K7. Identify the approximate costs of the resources used in their area of responsibility
K8. Explain how resource costs affect their organisation's financial targets
K9. Explain the importance of working within agreed spending limits
K10. Describe the procedures to follow when it is necessary to go beyond agreed spending limits
K11. Explain why it is important to follow the correct procedures when it is necessary to go beyond the agreed spending limit
K12. Describe their organisation's policies for ordering resources
K13. Identify who is responsible for ordering resources
K14. Identify their organisation's regular suppliers
K15. Describe the procedures to follow to obtain required resources
K16. Describe the procedures to store the resources in their area of responsibility
K17. Explain how to ensure resources are stored correctly
K18. Describe the appropriate lifting and handling methods and techniques for resources in their area
K19. Describe the health and safety requirements for the resources they are responsible for
K20. Explain the environmental impact of the resources they are responsible for
Unit 303  Contribute to the control of resources (HSL3)
Learning outcomes and assessment criteria

K21. Describe their organisation's policies for:
   a. using resources
   b. controlling waste
   c. recycling
K22. Explain how to count, check and monitor the use of resources
K23. Explain how to keep waste to a minimum
K24. Explain how to encourage colleagues to make efficient use of resources to benefit their organisation and the environment
K25. Explain how to make recommendations to improve the use of resources to decision makers in their organisation
K26. Identify the records they need to keep on the use of resources
K27. Explain the advantages of using computerized stock control systems
Unit 303  Contribute to the control of resources (HSL3)
Evidence requirements

Evidence for Learning Outcome 1 must come from the candidate’s work in a hospitality workplace when managing the resources under their control. Resources should include: equipment, supplies and people. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Examples of assessment methods</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1 Be able to contribute to the control of resources</td>
<td>Observation Products of work Witness testimony Professional discussion Candidate statement</td>
<td>Observation sheets Order forms Emails and other correspondence Store records Maintenance records Work plans Witness statements Records of professional discussion</td>
</tr>
<tr>
<td>Learning Outcome 2 Understand how to contribute to the control of resources</td>
<td>Oral questions Written questions Project Reflective account Professional discussion Inferring knowledge and understanding</td>
<td>Records of oral questioning Question/answer sheets Project Reflective account Cross reference to Outcome 1</td>
</tr>
</tbody>
</table>

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

<table>
<thead>
<tr>
<th>Contingencies Outcome 1</th>
<th>Alternative Assessment Methods</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed</td>
<td>Oral questions Written questions Professional discussion</td>
<td>Records of oral questioning Question/answer sheets Records of professional discussion</td>
</tr>
</tbody>
</table>
Unit 305  Maintain the health, hygiene, safety and security of the working environment

Level 3
UAN number: Y/502/9569
Credit value: 4
GLH: 27

Unit aim
This unit covers the competence that hospitality supervisors require to maintain the health, hygiene, safety and security of their area of responsibility.

Learning outcomes
There are three learning outcome to this unit. The learner will:
1. Be able to maintain the health, hygiene, safety and security of the working environment
2. Understand the importance of maintaining the health, hygiene, safety and security of the working environment
3. Understand how to maintain the health, hygiene, safety and security of the working environment

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 305 Maintain the health, hygiene, safety and security of the working environment
Learning outcomes and assessment criteria

Outcome 1 Be able to contribute to the control of resources
The learner can:
1. obtain information on the health, hygiene, safety and security procedures in own area of responsibility
2. ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility
3. inform colleagues about the importance of following health, hygiene, safety and security procedures
4. check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility
5. monitor own area of responsibility for risks to health, hygiene, safety and security
6. deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff
7. follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken
8. pass on information about how health, hygiene, safety or security procedures are working
9. recommend improvements for health, hygiene, safety or security procedures

Outcome 2 Understand the importance of maintaining the health, hygiene, safety and security of the working environment
The learner can:
1. identify the statutory authorities that enforce the health, hygiene and safety laws and regulations
2. explain the implications of breaking the law on health, hygiene and safety for - individuals – organisation
3. describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility
4. describe the organisation’s health, hygiene, safety and security procedures for own area of responsibility
5. describe own responsibilities for health, hygiene, safety, and security
6. explain the importance of making sure permanent and temporary staff are aware of relevant procedures
7. explain how to communicate with colleagues on issues relating to health, hygiene, safety, and security
8. identify the person responsible in the organisation for first aid, health, hygiene, safety and security and their responsibilities
9. explain the organisation’s emergency procedures
10. describe the evacuation procedures that relate to own area of responsibility
11. describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security
12. describe the procedures that should be followed when making recommendations about health, hygiene, safety and security
13. identify who to make recommendations to regarding health, hygiene, safety and security
Outcome 3 Understand how to maintain the health, hygiene, safety and security of the working environment

The learner can:
1. identify information about health, hygiene, safety and security that should be recorded and stored
2. identify other people and organisations who need to have access to information about health, hygiene, safety and security
3. identify the information on health, hygiene, safety and security that external authorities may need to access
4. identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility
5. explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public
6. identify how frequently health, hygiene, safety and security inspections should be carried out
7. explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility
8. explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards
9. explain the limits of own authority when dealing with risks and hazards
10. explain the procedures to deal with faults of equipment in own area of responsibility
11. explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur
12. explain the procedure to follow in the event of an emergency, including - bomb alert - fire
Unit 309  Contribute to the development of recipes and menus (HSL9)

Level: 3
UAN number: K/502/4117
Credit value: 4
GLH: 22

Unit aims
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.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to contribute to the development of recipes and menus
2. Understand how to contribute to the development of recipes and menus

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 309  Contribute to the development of recipes and menus (HSL9)
Learning outcomes and assessment criteria

Outcome 1 Be able to contribute to the development of recipes and menus
The learner can:
1. Take account of food combinations, flavours and dietary requirements
2. Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities
3. Identify suitable suppliers/ sources
4. Identify methods of presenting, holding and distributing the product
5. Cost recipe suggestions
6. Take account of available resources
7. Pass on relevant information about the suitability of the new menu item following organisational procedures
8. Offer suggestions on menu layout and presentation
9. Introduce recipe suggestions in accordance with:
   • the style and policy of the organisation
   • available resources
   • the expectations and standards of customers
10. Make sure staff have the information, skills and resources needed to support the introduction of the new menu item
11. Collect feedback from staff and customers
12. Evaluate feedback from staff and customers

Outcome 2 Understand how to contribute to the development of recipes and menus
The learner can:
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
Unit 309 Contribute to the development of recipes and menus (HSL9)

Learning outcomes and assessment criteria

K12. Explain how available equipment can affect the production of food items
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
Evidence for learning outcome 1 must come from the candidate’s work in a hospitality workplace when helping to develop recipes and menus. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Example assessment methods</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1 Be able to contribute to the development of recipes and menus</td>
<td>Products of work Witness testimony Professional discussion Candidate statement</td>
<td>Observation sheets Photos Notes of meetings with line manager and other staff Correspondence with other staff Records of research Sample recipes and menus to which the learner has contributed Witness statements Records of professional discussion</td>
</tr>
<tr>
<td>Learning Outcome 2 Understand how to contribute to the development of recipes and menus</td>
<td>Oral questions Written questions Project Reflective account Professional discussion</td>
<td>Records of oral questioning Question/answer sheets Project Reflective account Records of professional discussion Cross reference to Outcome 1</td>
</tr>
</tbody>
</table>
Unit 330  Ensure food safety practices are followed in the preparation and serving of food and drink (HSL30)

Level:  3
UAN number:  D/502/4163
Credit value:  5
GLH:  35

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

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to ensure food safety practices are followed in the preparation and serving of food and drink
2. Understand how to ensure food safety practices are followed in the preparation and serving of food and drink

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 330  Ensure food safety practices are followed in the preparation and serving of food and drink (HSL30)

Learning outcomes and assessment criteria

**Outcome 1  Be able to ensure food safety practices are followed in the preparation and serving of food and drink**

The learner can:
1. Make sure relevant information about food safety procedures is available
2. Make sure that good hygiene practices are in place
3. Carry out own responsibilities for the implementation of food safety procedures
4. Provide feedback to the person responsible for the organisation’s food safety procedures on the effectiveness of these procedures
5. Monitor and be constantly alert to the possibility of food safety hazards in own area of responsibility
6. Identify indicators of potential sources of food safety hazards
7. Identify actual food safety hazards
8. Identify control measures appropriate to the identified food safety hazards
9. Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible

**Outcome 2  Understand how to ensure food safety practices are followed in the preparation and serving of food and drink**

The learner can:
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:
   - helping to check the procedures
   - assisting with hazard analysis
   - allocating and supervising food safety responsibilities
   - identifying and meeting staff training needs
   - reporting to management
   - ensuring the proper application and monitoring of control measures
   - monitoring of control measures
   - ensuring corrective action is taken when control measures fail
   - following recording procedures
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 (e.g., 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 (e.g., 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 methods 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
Unit 330  Ensure food safety practices are followed in the preparation and serving of food and drink (HSL30)

Evidence requirements

Evidence for Learning Outcome 1 must come from the candidate’s work in a hospitality workplace when ensuring food safety hygiene practice. There must be sufficient evidence for the assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Example assessment methods</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1 Be able to ensure food safety hygiene practice is followed in the preparation and serving of food</td>
<td>Products of work, Witness testimony, Professional discussion, Candidate statement</td>
<td>Observation sheets, Videos/photos, Notes of meetings with line manager, Correspondence, Food safety records, Team briefing notes, Witness statements, Records of professional discussion</td>
</tr>
<tr>
<td>Learning Outcome 2 Understand how to ensure food safety hygiene practice is followed in the preparation and serving of food</td>
<td>Oral questions, Written questions, Project, Reflective account, Professional discussion</td>
<td>Records of oral questioning, Question/answer sheets, Project, Reflective account, Records of professional discussion, Cross reference to Outcome 1</td>
</tr>
</tbody>
</table>
Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

<table>
<thead>
<tr>
<th>Contingencies Outcome 1</th>
<th>Alternative assessment methods</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Identify indicators of potential sources of food safety hazards</td>
<td>Simulation</td>
<td>Observation sheet</td>
</tr>
<tr>
<td>7. Identify actual food safety hazards</td>
<td>Oral questions</td>
<td>Video</td>
</tr>
<tr>
<td>8. Identify control measures appropriate to the identified food safety hazards</td>
<td>Written questions</td>
<td>Question/answer sheets</td>
</tr>
<tr>
<td>9. Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible</td>
<td>Professional discussion</td>
<td>Records of professional discussion</td>
</tr>
</tbody>
</table>
Unit 332 Prepare fish for complex dishes (3FP1)

Level: 3
UAN number: F/601/5479
Credit value: 3
GLH: 21

Unit aim
This unit is about preparing fresh, unprepared fish for complex dishes. This unit is for staff who have complex preparation skills and are capable of working with no supervision.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare fish for complex dishes
2. Understand how to prepare fish for complex dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 332  Prepare fish for complex dishes (3FP1)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare fish for complex dishes
The learner can:
1. Select the type and quantity of fish needed for the dish
2. Check the fish to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the fish to maintain its quality and meet the requirements of the dish
5. Safely store any prepared fish not for immediate use

What you must cover:
1. Fish
   a. White fish - round
   b. White fish - flat
   c. Oily fish
2. Prepare by
   a) Gutting
   b) Filleting
   c) Cutting
      • darne
      • goujons
      • plait
      • paupiette
      • suprême
      • tronçon
d) Trimming
e) Skinning
f) Marinating
g) Coating
h) Topping (for example with herb crust)
i) Covering (for example, en croûte)

Outcome 2 Understand how to prepare fish for complex dishes
The learner can:
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 332  Prepare fish for complex dishes (3FP1)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FP1</th>
<th>Prepare fish for complex dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must **DO <strong>for Outcome 1</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4, &amp; 5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td>**What you must **COVER <strong>Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>three</strong> from <em>fish</em></td>
</tr>
<tr>
<td></td>
<td>a) white fish - round</td>
</tr>
<tr>
<td></td>
<td>b) white fish - flat</td>
</tr>
<tr>
<td></td>
<td>c) oily</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>seven</strong> from <em>prepare by</em>, which must include at least <strong>four</strong> from <em>cutting</em></td>
</tr>
<tr>
<td></td>
<td>a) gutting</td>
</tr>
<tr>
<td></td>
<td>b) filleting</td>
</tr>
<tr>
<td></td>
<td>c) cutting</td>
</tr>
<tr>
<td></td>
<td>• darne</td>
</tr>
<tr>
<td></td>
<td>• goujons</td>
</tr>
<tr>
<td></td>
<td>• plait</td>
</tr>
<tr>
<td></td>
<td>• paupiette</td>
</tr>
<tr>
<td></td>
<td>• suprême</td>
</tr>
<tr>
<td></td>
<td>• tronçon</td>
</tr>
<tr>
<td></td>
<td>d) trimming</td>
</tr>
<tr>
<td></td>
<td>e) skinning</td>
</tr>
<tr>
<td></td>
<td>f) marinating</td>
</tr>
<tr>
<td></td>
<td>g) coating</td>
</tr>
<tr>
<td></td>
<td>h) topping (for example with herb crust)</td>
</tr>
<tr>
<td></td>
<td>i) covering (for example, en croûte)</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
Unit 333  Prepare shellfish for complex dishes (3FP2)

Level: 3
UAN number: R/601/5485
Credit value: 4
GLH: 28

Unit aim
This unit is about preparing fresh shellfish for complex dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare shellfish for complex dishes
2. Understand how to prepare shellfish for complex dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 333 Prepare shellfish for complex dishes (3FP2)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare shellfish for complex dishes
The learner can:
1. Select the type and quantity of shellfish needed for the dish
2. Check the shellfish to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the shellfish to maintain its quality and meet the requirements of the dish
5. Safely store any prepared shellfish not for immediate use

What you must cover:
1. Shellfish
   a) Oysters
   b) Crabs
   c) Prawns/shrimps
   d) Langoustines
   e) Lobsters/crawfish
   f) Crayfish
   g) Scampi/Dublin Bay prawns
   h) Mussels
   i) Scallops
   j) Cockles/clams
2. Prepare by
   a) Trimming
   b) Shelling
   c) Washing
   d) Marinating
   e) Coating
   f) Blending
   g) Cutting

Outcome 2 Understand how to prepare shellfish for complex dishes
The learner can:
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 prepared shellfish
K11. State healthy eating options when preparing shellfish for complex dishes
Unit 333  Prepare shellfish for complex dishes (3FP2)
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FP2</th>
<th>Prepare shellfish for complex dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcome 1</td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4 &amp; 5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for Outcome 1</td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>five</strong> from shellfish</td>
</tr>
</tbody>
</table>
| | a) oysters  
| | b) crabs  
| | c) prawns/shrimps  
| | d) langoustines  
| | e) lobsters/crawfish  
| | f) crayfish  
| | g) scampi/Dublin Bay prawns  
| | h) mussels  
| | i) scallops  
| | j) cockles/clams  |
| | • at least **four** from **prepare by**  |
| | a) trimming  
| | b) shelling  
| | c) washing  
| | d) marinating  
| | e) coating  
| | f) blending  
| | g) cutting  |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 334  Prepare meat for complex dishes (3FP3)

Level: 3
UAN number: H/601/5488
Credit value: 4
GLH: 28

Unit aim
This unit is about preparing meat for complex dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare meat for complex dishes
2. Understand how to prepare meat for complex dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 334 Prepare meat for complex dishes (3FP3)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare meat for complex dishes
The learner can:
1. Select the type, cut and quantity of meat needed for the dish
2. Check the meat to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the meat to maintain its quality and meet the requirements of the dish
5. Safely store any prepared meat not for immediate use

What you must cover:
1. Meat
   a) Red meat
   b) White meat
2. Prepare by
   a) Boning
   b) Trimming
   c) Rolling
   d) Tenderising
   e) Chining
   f) Tying
   g) Larding/barding
   h) Portioning by weight
   i) Portioning for dish
   j) Slicing
   k) Mincing
   l) Seasoning/marinading

Outcome 2 Understand how to prepare meat for complex dishes
The learner can:
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
# Unit 334  
**Prepare meat for complex dishes (3FP3)**

**Evidence requirements**

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for Outcome 1</th>
<th>Prepare meat for complex dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4, &amp; 5 by directly observing the candidate’s work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must <strong>COVER</strong> for Outcome 1</th>
<th>There must be performance evidence, gathered through observing the candidate’s work, for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• both from meat</td>
</tr>
<tr>
<td></td>
<td>a) red meat</td>
</tr>
<tr>
<td></td>
<td>b) white meat</td>
</tr>
<tr>
<td></td>
<td>• at least six from prepare by</td>
</tr>
<tr>
<td></td>
<td>a) boning</td>
</tr>
<tr>
<td></td>
<td>b) trimming</td>
</tr>
<tr>
<td></td>
<td>c) rolling</td>
</tr>
<tr>
<td></td>
<td>d) tenderising</td>
</tr>
<tr>
<td></td>
<td>e) chining</td>
</tr>
<tr>
<td></td>
<td>f) tying</td>
</tr>
<tr>
<td></td>
<td>g) larding/barding</td>
</tr>
<tr>
<td></td>
<td>h) portioning by weight</td>
</tr>
<tr>
<td></td>
<td>i) portioning for dish</td>
</tr>
<tr>
<td></td>
<td>j) slicing</td>
</tr>
<tr>
<td></td>
<td>k) mincing</td>
</tr>
<tr>
<td></td>
<td>l) seasoning/marinating</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 335  Prepare poultry for complex dishes (3FP4)

Level: 3
UAN number: A/601/5495
Credit value: 3
GLH: 23

Unit aim
This unit is about preparing poultry for complex dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare poultry for complex dishes
2. Understand how to prepare poultry for complex dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 335  Prepare poultry for complex dishes (3FP4)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare poultry for complex dishes
The learner can:
1. Select the type and quantity of poultry needed for the dish
2. Check the poultry to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the poultry to maintain its quality and meet the requirements of the dish
5. Safely store any prepared poultry not for immediate use

What you must cover:
1. Poultry
   a) Duck
   b) Guinea fowl
   c) Goose
   d) Chicken
   e) Turkey
   c) Seasoning
d) Marinating
e) Trimming
f) Cutting
g) Ballottine
h) Blending
i) Sieving
j) Stuffing/filling
k) Tying/trussing
2. Prepare by
   a) Checking and preparing the cavity
   b) Boning

Outcome 2 Understand how to prepare poultry for complex dishes
The learner can:
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 prepared poultry
K11. State healthy eating options when preparing poultry for complex dishes
## Unit 335  Prepare poultry for complex dishes (3FP4)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 3FP4</th>
<th>Prepare poultry for complex dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4 &amp; 5 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcome 1</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>three</strong> from <em>poultry</em></td>
</tr>
</tbody>
</table>
| | a) duck  
b) guinea fowl  
c) goose  
d) chicken  
e) turkey |
| | a) at least **seven** from *prepare by* |
| | a) checking and preparing the cavity  
b) boning  
c) seasoning  
d) marinating  
e) trimming  
f) cutting  
g) ballotine  
h) blending  
i) sieving  
j) stuffing/filling  
k) tying/trussing |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 336  Prepare game for complex dishes (3FP5)

Level: 3
UAN number: R/601/5499
Credit value: 4
GLH: 28

Unit aim
This unit is about preparing game for complex dishes.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to prepare game for complex dishes
2. Understand how to prepare game for complex dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 336  Prepare game for complex dishes (3FP5)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare game for complex dishes
The learner can:
1. Select the type and quantity of game needed for the dish
2. Check the game to make sure it meets quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the game to maintain its quality and meet the requirements of the dish
5. Safely store any prepared game not for immediate use

What you must cover:
1. Game
   a) In fur
   b) In feather
2. Prepare by
   a) Skinning
   b) Plucking
   c) Washing
   d) Seasoning
   e) Marinating
   f) Trimming
   g) Cutting:
      • portion
      • dice
   h) Stuffing/filling
   i) Tunnelling (bones)
   j) Chining
   k) Ballottine

Outcome 2 Understand how to prepare game for complex dishes
The learner can:
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
## Unit 336  Prepare game for complex dishes (3FP5)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FP5</th>
<th>Prepare game for complex dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must **DO <strong>for Outcome 1</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4 &amp; 5 by directly observing the candidate’s work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>**What you must **COVER **for **Outcome 1</th>
<th>There must be performance evidence, gathered through observing the candidate’s work, for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• both from game</td>
<td></td>
</tr>
<tr>
<td>a) in fur</td>
<td></td>
</tr>
<tr>
<td>b) in feather</td>
<td></td>
</tr>
<tr>
<td>• at least six from prepare by</td>
<td></td>
</tr>
<tr>
<td>a) skinning</td>
<td></td>
</tr>
<tr>
<td>b) plucking</td>
<td></td>
</tr>
<tr>
<td>c) checking for and removing shot</td>
<td></td>
</tr>
<tr>
<td>d) washing</td>
<td></td>
</tr>
<tr>
<td>e) seasoning</td>
<td></td>
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<tr>
<td>f) marinating</td>
<td></td>
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<tr>
<td>g) trimming</td>
<td></td>
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<tr>
<td>h) cutting</td>
<td></td>
</tr>
<tr>
<td>• portion</td>
<td></td>
</tr>
<tr>
<td>• dice</td>
<td></td>
</tr>
<tr>
<td>i) stuffing/filling</td>
<td></td>
</tr>
<tr>
<td>j) tunnelling (bones)</td>
<td></td>
</tr>
<tr>
<td>k) chining</td>
<td></td>
</tr>
<tr>
<td>l) ballottine</td>
<td></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 337  

Cook and finish complex fish dishes (3FC1)

Level: 3  
UAN number: H/601/5507  
Credit value: 4  
GLH: 38

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

Learning outcomes  
There are four learning outcomes to this unit. The learner will:
1. Be able to cook complex fish dishes  
2. Understand how to cook complex fish dishes  
3. Be able to finish complex fish dishes  
4. Know how to finish complex fish dishes

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 337 Cook and finish complex fish dishes (3FC1)
Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex fish dishes
The learner can:
1. Select type and quantity of fish needed for dish
2. Check the fish meets quality standards
3. Choose and use tools and equipment correctly
4. Combine fish with other ingredients
5. Cook fish to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex fish dishes
The learner can:
K1. Explain how to select the correct type, quality and quantity of fish to meet dish requirements
K2. State what quality points you should look for in fish
K3. Describe what to do if there are any problems with the fish 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 fish 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 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
Unit 337  Cook and finish complex fish dishes (3FC1)
Learning outcomes and assessment criteria

Outcome 3  Be able to finish complex fish dishes
The learner can:
7. Garnish and present the dish to meet requirements
8. Make sure the dish is at the correct temperature for holding and serving
9. Safely store a cooked fish not for immediate use

Outcome 4  Know how to finish complex fish dishes
The learner can:
K10. Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex fish dishes
K11. Explain how to minimise and correct common faults in complex fish dishes
K12. Explain how to adjust the flavour, consistency and colour of complex fish dishes
K13. Describe the current trends and methodologies in relation to finishing complex fish dishes
K14. State the correct temperature for holding and serving complex fish dishes
K15. Describe how to store complex fish dishes

What you must cover (Outcomes 1 & 3):
1. Fish
   a) White fish – round
   b) White fish – flat
   c) Oily
2. Cooking by
   a) Frying
      • deep
      • shallow
   b) Grilling
   c) En papillote
   d) Baking
e) Steaming
f) Poaching
   • deep
   • shallow
g) Combining cooking methods
3. Finishing by
   a) Coating with a sauce
   b) Dressing
   c) Garnishing
Unit 337  
Cook and finish complex fish dishes (3FC1)  
Evidence requirements

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for Outcomes 1 &amp; 3</th>
<th>Cook and finish complex fish dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4, 5, 6 &amp; 7 by directly observing the candidate’s work.</td>
<td></td>
</tr>
<tr>
<td>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 (i.e. either holding or serving) but must observe the other.</td>
<td></td>
</tr>
<tr>
<td>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
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<th>What you must <strong>COVER</strong> for Outcomes 1 &amp; 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>two</strong> from <strong>fish</strong></td>
<td></td>
</tr>
<tr>
<td>a) white fish – round</td>
<td></td>
</tr>
<tr>
<td>b) white fish – flat</td>
<td></td>
</tr>
<tr>
<td>c) oily</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>five</strong> from <strong>cooking</strong> by</td>
<td></td>
</tr>
<tr>
<td>a) frying</td>
<td></td>
</tr>
<tr>
<td>• deep</td>
<td></td>
</tr>
<tr>
<td>• shallow</td>
<td></td>
</tr>
<tr>
<td>b) grilling</td>
<td></td>
</tr>
<tr>
<td>c) en papillote</td>
<td></td>
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<tr>
<td>d) baking</td>
<td></td>
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<tr>
<td>e) steaming</td>
<td></td>
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<tr>
<td>f) poaching</td>
<td></td>
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<tr>
<td>• deep</td>
<td></td>
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<tr>
<td>• shallow</td>
<td></td>
</tr>
<tr>
<td>g) combining cooking methods</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>two</strong> from <strong>finishing</strong> by</td>
<td></td>
</tr>
<tr>
<td>a) coating with a sauce</td>
<td></td>
</tr>
<tr>
<td>b) dressing</td>
<td></td>
</tr>
<tr>
<td>c) garnishing</td>
<td></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 338          Cook and finish complex shellfish dishes (3FC2)

Level: 3
UAN number: K/601/5556
Credit value: 4
GLH: 31

Unit aim
This unit is about cooking and finishing complex shellfish dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to cook complex shellfish dishes
2. Understand how to cook complex shellfish dishes
3. Be able to finish complex shellfish dishes
4. Understand how to finish complex shellfish dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 338  
Cook and finish complex shellfish dishes (3FC2)
Learning outcomes and assessment criteria

**Outcome 1 Be able to cook complex shellfish dishes**
The learner can:
1. Select type and quantity of *shellfish* needed for dish
2. Check the shellfish meets quality standards
3. Choose and use tools and equipment correctly
4. Combine shellfish with other ingredients
5. **Cook** shellfish to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

**Outcome 2 Understand how to cook complex shellfish dishes**
The learner can:
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
Unit 338  **Cook and finish complex shellfish dishes**  
(3FC2)  
Learning outcomes and assessment criteria

**Outcome 3  Be able to finish complex shellfish dishes**  
The learner can:  
7. Garnish and present dish to meet requirements  
8. Make sure the dish is at correct temperature for holding and serving  
9. Safely store cooked shellfish not for immediate use

**Outcome 4  Understand how to finish complex shellfish dishes**  
The learner can:  
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

**What you must cover (Outcomes 1 & 3):**

1. **Shellfish**
   a) Oysters  
   b) Prawns/shrimps  
   c) Langoustines  
   d) Lobster/crawfish  
   e) Crayfish  
   f) Scampi/Dublin Bay prawns  
   g) Mussels  
   h) Scallops  
   i) Crabs  
   j) Cockles (fresh)/clams

2. **Cooking by**
   a) Boiling  
   b) Steaming  
   c) Sautéing  
   d) Grilling  
   e) Baking  
   f) Frying  
      • deep  
      • shallow  
   g) Stewing  
   h) En papillote  
   i) Combining cooking methods
## Unit 338
Cook and finish complex shellfish dishes
(3FC2)

### Evidence requirements

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for Outcomes 1 &amp; 3</th>
<th>Cook and finish complex shellfish dishes</th>
</tr>
</thead>
<tbody>
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<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6 &amp; 7 by directly observing the candidate's work.</td>
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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 (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.

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<tbody>
<tr>
<td></td>
<td>- at least <strong>five</strong> from <strong>shellfish</strong></td>
</tr>
<tr>
<td></td>
<td>a) oysters</td>
</tr>
<tr>
<td></td>
<td>b) prawns/shrimps</td>
</tr>
<tr>
<td></td>
<td>c) langoustines</td>
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<tr>
<td></td>
<td>d) lobster/crawfish</td>
</tr>
<tr>
<td></td>
<td>e) crayfish</td>
</tr>
<tr>
<td></td>
<td>f) scamp/Dublin Bay prawns</td>
</tr>
<tr>
<td></td>
<td>g) mussels</td>
</tr>
<tr>
<td></td>
<td>h) scallops</td>
</tr>
<tr>
<td></td>
<td>i) crabs</td>
</tr>
<tr>
<td></td>
<td>j) cockles (fresh)/clams</td>
</tr>
<tr>
<td></td>
<td>- at least <strong>five</strong> from <strong>cooking by</strong></td>
</tr>
<tr>
<td></td>
<td>a) boiling</td>
</tr>
<tr>
<td></td>
<td>b) steaming</td>
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<tr>
<td></td>
<td>c) sautéing</td>
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<tr>
<td></td>
<td>d) grilling</td>
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<tr>
<td></td>
<td>e) baking</td>
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<tr>
<td></td>
<td>f) frying</td>
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<td></td>
<td>• deep</td>
</tr>
<tr>
<td></td>
<td>• shallow</td>
</tr>
<tr>
<td></td>
<td>g) stewing</td>
</tr>
<tr>
<td></td>
<td>h) en papillote</td>
</tr>
<tr>
<td></td>
<td>i) combining cooking methods</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.
Unit 339  
**Cook and finish complex meat dishes (3FC3)**

**Level:** 3  
**UAN number:** M/601/5557  
**Credit value:** 4  
**GLH:** 31

**Unit aim**  
This unit is about cooking and finishing complex meat dishes.

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

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

**Endorsement of the unit by a sector or other appropriate body**  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 339  
Cook and finish complex meat dishes (3FC3)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex meat dishes
The learner can:
1. Select type, cut and quantity of meat and other ingredients needed for dish
2. Check the meat meets quality standards
3. Choose and use tools and equipment correctly
4. Combine meat with other ingredients
5. Cook meat to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex meat dishes
The learner can:
K1. Explain how to select the correct type, quality and quantity of meat to meet dish requirements
K2. State what quality points to look for in red meat
K3. State what quality points you should look for in white meat
K4. Describe what to do if there are any problems with the meat or other ingredients
K5. Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
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

Outcome 3 Be able to finish complex meat dishes
The learner can:
7. Garnish and present dish to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store cooked meat not for immediate use
 Outcome 4 Understand how to finish complex meat dishes

The learner can:

K11. Explain how to adjust the flavour, consistency and colour of complex meat dishes
K12. Explain how to minimise and correct common faults in complex dishes
K13. Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex meat dishes
K14. State the correct temperature for holding and serving complex meat dishes
K15. Describe how to store complex meat dishes

What you must cover (Outcomes 1 & 3):

1. **Meat**
   
   a) Red
   
   b) White

2. **Cooking by**
   
   a) Grilling (over fire and under fire)
   
   b) Frying
   
   • deep
   
   • shallow
   
   • stir
   
   c) Boiling
   
   d) Braising
   
   e) Steaming
   
   f) Stewing
   
   g) Roasting
   
   h) Pot roasting
   
   i) Sous vide
   
   j) Combining cooking methods
## Unit 339  
**Cook and finish complex meat dishes (3FC3)**  
Evidence requirements

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for Outcomes 1 &amp; 3</th>
<th>Cook and finish complex meat dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The assessor must</strong> assess assessment criteria 1, 2, 3, 4, 5, 6 &amp; 7 by directly observing the candidate’s work.</td>
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<td>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
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<th>There must be performance evidence, gathered through observing the candidate’s work for:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>both</strong> from meat</td>
<td></td>
</tr>
<tr>
<td>a) red</td>
<td></td>
</tr>
<tr>
<td>b) white</td>
<td></td>
</tr>
<tr>
<td><strong>at least four</strong> from <strong>cooking</strong> by</td>
<td></td>
</tr>
<tr>
<td>a) grilling (over fire and under fire)</td>
<td></td>
</tr>
<tr>
<td>b) frying</td>
<td></td>
</tr>
<tr>
<td>• deep</td>
<td></td>
</tr>
<tr>
<td>• shallow</td>
<td></td>
</tr>
<tr>
<td>• stir</td>
<td></td>
</tr>
<tr>
<td>c) boiling</td>
<td></td>
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<tr>
<td>d) braising</td>
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<td>e) steaming</td>
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<td>f) stewing</td>
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<tr>
<td>g) roasting</td>
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<tr>
<td>h) pot roasting</td>
<td></td>
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<tr>
<td>i) sous vide</td>
<td></td>
</tr>
<tr>
<td>j) combining cooking methods</td>
<td></td>
</tr>
<tr>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 340  Cook and finish complex poultry dishes (3FC4)

Level: 3
UAN number: M/601/5560
Credit value: 4
GLH: 31

Unit aim
This unit is about cooking and finishing complex poultry dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to cook complex poultry dishes
2. Understand how to cook complex poultry dishes
3. Be able to finish complex poultry dishes
4. Understand how to finish complex poultry dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 340 Cook and finish complex poultry dishes (3FC4)
Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex poultry dishes
The learner can:
1. Select type and quantity of poultry needed for the dish
2. Check the poultry meets quality standards
3. Choose and use tools and equipment correctly
4. Combine poultry with other ingredients
5. Cook poultry to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex poultry dishes
The learner can:
K1. Explain how to select the correct type, quality and quantity of poultry to meet dish requirements
K2. State what quality points to look for in 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 cooking methods
K5. Explain how to combine poultry with other ingredients to create a complex and balanced dish
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

Outcome 3 Be able to finish complex poultry dishes
The learner can:
7. Finish and present dish to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store any cooked poultry not for immediate use
Unit 340  Cook and finish complex poultry dishes (3FC4)
Learning outcomes and assessment criteria

Outcome 4 Understand how to finish complex poultry dishes
The learner can:
K10. Explain how to adjust the flavour, consistency and colour of complex poultry dishes
K11. Explain how to minimise and correct common faults in complex poultry dishes
K12. Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex poultry dishes
K13. State the correct temperature for holding and serving complex poultry dishes
K14. Describe how to store complex poultry dishes

What you must cover (Outcomes 1 & 3):
1. Poultry
   a) Duck
   b) Guinea fowl
   c) Goose
   d) Chicken
   e) Turkey
2. Cooking by
   a) Grilling/griddling
   b) Sautéing
   c) Roasting
   d) Combination
   e) Poaching
   f) Pot roasting
   g) Frying
      • stir
      • deep
      • shallow
## Unit 340  
**Cook and finish complex poultry dishes (3FC4)**

### Evidence requirements

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for Outcomes 1 &amp; 3</th>
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The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.

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<tr>
<th>What you must <strong>COVER</strong> for Outcomes 1 &amp; 3</th>
<th>There must be performance evidence, gathered through observing the candidate’s work, for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• at least three from <strong>poultry</strong></td>
</tr>
<tr>
<td></td>
<td>a) duck</td>
</tr>
<tr>
<td></td>
<td>b) guinea fowl</td>
</tr>
<tr>
<td></td>
<td>c) goose</td>
</tr>
<tr>
<td></td>
<td>d) chicken</td>
</tr>
<tr>
<td></td>
<td>e) turkey</td>
</tr>
<tr>
<td></td>
<td>• at least five from <strong>cooking by</strong></td>
</tr>
<tr>
<td></td>
<td>a) grilling/griddling</td>
</tr>
<tr>
<td></td>
<td>b) sautéing</td>
</tr>
<tr>
<td></td>
<td>c) roasting</td>
</tr>
<tr>
<td></td>
<td>d) combination</td>
</tr>
<tr>
<td></td>
<td>e) poaching</td>
</tr>
<tr>
<td></td>
<td>f) pot roasting</td>
</tr>
<tr>
<td></td>
<td>g) frying</td>
</tr>
<tr>
<td></td>
<td>• stir</td>
</tr>
<tr>
<td></td>
<td>• deep</td>
</tr>
<tr>
<td></td>
<td>• shallow</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 341  Cook and finish complex game dishes (3FC5)

Level: 3
UAN number: A/601/5562
Credit value: 4
GLH: 36

Unit aim
This unit is about cooking and finishing complex game dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to cook complex game dishes
2. Understand how to cook complex game dishes
3. Be able to finish complex game dishes
4. Understand how to finish complex game dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 341  
Cook and finish complex game dishes (3FC5)
Learning outcomes and assessment criteria

Outcome 1  Be able to cook complex game dishes
The learner can:
1. Select type and quantity of game needed for the dish
2. Check the game meets quality standards
3. Choose and use tools and equipment correctly
4. Combine game with other ingredients
5. **Cook** game to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2  Understand how to cook complex game dishes
The learner can:
K1. Explain how to select the correct type, quality and quantity of game to meet dish requirements
K2. State what quality points you should look for in 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 cooking methods
K5. Explain how to combine game with other ingredients to create a complex and balanced dish
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

Outcome 3  Be able to finish complex game dishes
The learner can:
7. Garnish and present dish to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store any cooked game not for immediate use
Unit 341  
Cook and finish complex game dishes (3FC5)
Learning outcomes and assessment criteria

Outcome 4 Understand how to finish complex game dishes
The learner can:
K12. Explain how to adjust the flavour, consistency and colour of complex game dishes
K13. Explain how to minimise and correct common faults in complex game dishes
K14. Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex game dishes
K15. State the correct temperature for holding and serving complex game dishes
K16. Describe how to store complex game dishes

What you must cover (Outcomes 1 & 3):
1. Game
   a) Furred
   b) Feathered
2. Cooking by
   a) Sautéing
   b) Roasting
   c) Pot roasting
   d) Braising
   e) Stewing
   f) Combining cooking methods
## Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FC5</th>
<th>Cook and finish complex game dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong> <strong>for Outcomes 1 &amp; 3</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4, 5, 6 &amp; 7 by directly observing the candidate’s work. 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 (i.e., either holding or serving) but must observe the other. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>**What you must ** <strong>COVER</strong> <strong>for Outcomes 1 &amp; 3</strong></th>
<th>There must be performance evidence, gathered through observing the candidate’s work, for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- at least <strong>two</strong> from game</td>
<td></td>
</tr>
<tr>
<td>a) furred</td>
<td></td>
</tr>
<tr>
<td>b) feathered</td>
<td></td>
</tr>
<tr>
<td>- at least <strong>three</strong> from cooking by</td>
<td></td>
</tr>
<tr>
<td>a) sautéing</td>
<td></td>
</tr>
<tr>
<td>b) roasting</td>
<td></td>
</tr>
<tr>
<td>c) pot roasting</td>
<td></td>
</tr>
<tr>
<td>d) braising</td>
<td></td>
</tr>
<tr>
<td>e) stewing</td>
<td></td>
</tr>
<tr>
<td>f) combining cooking methods</td>
<td></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 342  Cook and finish complex vegetable dishes (3FC6)

Level: 3
UAN number: M/601/5591
Credit value: 4
GLH: 30

Unit aim
This unit is about cooking and finishing complex vegetable dishes.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Be able to cook complex vegetable dishes
2. Understand how to cook complex vegetable dishes
3. Be able to finish complex vegetable dishes
4. Understand how to finish complex vegetable dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 342  

Cook and finish complex vegetable dishes
(3FC6)

Learning outcomes and assessment criteria

Outcome 1 Be able to cook complex vegetable dishes

The learner can:
1. Select type and quantity of vegetables needed for dish
2. Check the vegetables meet quality standards
3. Choose and use tools and equipment correctly
4. Combine vegetables with other ingredients
5. Cook vegetables and other ingredients to meet requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 2 Understand how to cook complex vegetable dishes

The learner can:
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
Unit 342  
Cook and finish complex vegetable dishes  
(3FC6)  
Learning outcomes and assessment criteria

**Outcome 3 Be able to finish complex vegetable dishes**  
The learner can:  
7. Finish the dish to meet requirements  
8. Make sure the dish is at correct temperature for holding and serving  
9. Safely store any cooked items not for immediate use

**Outcome 4 Understand how to finish complex vegetable dishes**  
The learner can:  
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

**What you must cover (Outcomes 1 & 3):**

1. **Vegetables**  
   a) Roots  
   b) Bulbs  
   c) Flower heads  
   d) Fungi  
   e) Seeds and pods  
   f) Tubers  
   g) Leaves  
   h) Stems  
   i) Vegetable fruits  

2. **Cooking by**  
   a) Blanching  
   b) Boiling  
   c) Roasting  
   d) Baking

3. **Other ingredients**  
   a) Nuts  
   b) Meat substitutes  
   c) Pulses  
   d) Pastry  
   e) Rice  
   f) Pasta

- **Grilling**  
- **Braising**  
- **Frying**  
  - deep  
  - shallow  
  - stir
Unit 342  
Cook and finish complex vegetable dishes
(3FC6)

Evidence requirements

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for Outcomes 1 &amp; 3</th>
<th>Cook and finish complex vegetable dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6 &amp; 7 by directly observing the candidate’s work.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must <strong>COVER</strong> for Outcomes 1 &amp; 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
<td></td>
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<tr>
<td>• at least <strong>eight</strong> from <strong>vegetables</strong></td>
<td></td>
</tr>
<tr>
<td>a) roots</td>
<td></td>
</tr>
<tr>
<td>b) bulbs</td>
<td></td>
</tr>
<tr>
<td>c) flower heads</td>
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<tr>
<td>d) fungi</td>
<td></td>
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<td>e) seeds and pods</td>
<td></td>
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<tr>
<td>f) tubers</td>
<td></td>
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<tr>
<td>g) leaves</td>
<td></td>
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<tr>
<td>h) stems</td>
<td></td>
</tr>
<tr>
<td>i) vegetable fruits</td>
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<tr>
<td>• at least <strong>seven</strong> from <strong>cooking by</strong></td>
<td></td>
</tr>
<tr>
<td>a) blanching</td>
<td></td>
</tr>
<tr>
<td>b) boiling</td>
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<tr>
<td>c) roasting</td>
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<tr>
<td>d) baking</td>
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<td>e) grilling</td>
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<tr>
<td>f) braising</td>
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<tr>
<td>g) frying</td>
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<td>• deep</td>
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<tr>
<td>• shallow</td>
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<tr>
<td>• stir</td>
<td></td>
</tr>
<tr>
<td>• at least <strong>four</strong> from <strong>other ingredients</strong></td>
<td></td>
</tr>
<tr>
<td>a) nuts</td>
<td></td>
</tr>
<tr>
<td>b) meat substitutes</td>
<td></td>
</tr>
<tr>
<td>c) pulses</td>
<td></td>
</tr>
<tr>
<td>d) pastry</td>
<td></td>
</tr>
<tr>
<td>e) rice</td>
<td></td>
</tr>
<tr>
<td>f) pasta</td>
<td></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 343  Prepare, cook and finish complex hot sauces (3FPC1)

Level: 3
UAN number: A/601/5657
Credit value: 4
GLH: 25

Unit aim
This unit is about preparing, cooking and finishing complex sauces.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare complex hot sauces
2. Understand how to prepare complex hot sauces
3. Be able to cook complex hot sauces
4. Understand how to cook complex hot sauces
5. Be able to finish complex hot sauces
6. Understand how to finish complex hot sauces

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 343  Prepare, cook and finish complex hot sauces
(3FPC1)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex hot sauces
The learner can:
1. Select the type and quantity of ingredients needed for the sauce
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the sauce to meet requirements

Outcome 2 Understand how to prepare complex hot sauces
The learner can:
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

Outcome 3 Be able to cook complex hot sauces
The learner can:
5. Combine the ingredients according to dish requirements
6. Cook the sauce to meet requirements
7. Make sure the sauce has the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook complex hot sauces
The learner can:
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
Unit 343  
Prepare, cook and finish complex hot sauces  
(3FPC1)

Learning outcomes and assessment criteria

Outcome 5 Be able to finish complex hot sauces
The learner can:
8. Present the sauce to meet requirements
9. Make sure the dish is at correct temperature for holding and serving
10. Safely store any cooked sauce not for immediate use

Outcome 6 Understand how to finish complex hot sauces
The learner can:
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

What you must cover (Outcomes 1/3/5):
1. Preparation and cooking methods
   a) Weighing/measuring
   b) Chopping
   c) Simmering
   d) Reducing
   e) Boiling
   f) Make roux
   g) Passing/straining/blending
   h) Skimming
   i) Whisking

2. Sauces
   a) Compound butter sauce
   b) Derivatives of white and brown sauce
   c) Emulsified sauces
   d) Cream thickened sauce
**Unit 343**  
**Prepare, cook and finish complex hot sauces**  
(3FPC1)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 3FPC1</th>
<th>Prepare, cook and finish complex hot sauces</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong> <strong>for Outcomes 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6, 7, 8 by directly observing the candidate's work.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>**What you must ** <strong>COVER</strong> <strong>for Outcomes 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work, for:</td>
</tr>
<tr>
<td></td>
<td>• all from preparation and cooking methods</td>
</tr>
<tr>
<td></td>
<td>a) weighing/measuring</td>
</tr>
<tr>
<td></td>
<td>b) chopping</td>
</tr>
<tr>
<td></td>
<td>c) simmering</td>
</tr>
<tr>
<td></td>
<td>d) reducing</td>
</tr>
<tr>
<td></td>
<td>e) boiling</td>
</tr>
<tr>
<td></td>
<td>f) make roux</td>
</tr>
<tr>
<td></td>
<td>g) passing/straining/blending</td>
</tr>
<tr>
<td></td>
<td>h) skimming</td>
</tr>
<tr>
<td></td>
<td>i) whisking</td>
</tr>
<tr>
<td></td>
<td>Candidates must demonstrate through performance that they can make the following sauces:</td>
</tr>
<tr>
<td></td>
<td>a) compound butter sauce</td>
</tr>
<tr>
<td></td>
<td>b) derivatives of white and brown sauce</td>
</tr>
<tr>
<td></td>
<td>c) emulsified sauces</td>
</tr>
<tr>
<td></td>
<td>d) cream thickened sauce</td>
</tr>
</tbody>
</table>
Unit 344  Prepare, cook and finish complex soups  (3FPC2)

Level: 3  
UAN number: F/601/5661  
Credit value: 4  
GLH: 29

Unit aim
This unit is about preparing, cooking and finishing complex soups.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare complex soups
2. Understand how to prepare complex soups
3. Be able to cook complex soups
4. Understand how to cook complex soups
5. Be able to finish complex soups
6. Understand how to finish complex soups

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 344 Prepare, cook and finish complex soups (3FPC2)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex soups

The learner can:
1. Select the type and quantity of ingredients needed for the soup
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Combine the ingredients ready for cooking
5. Prepare the soup to meet requirements

Outcome 2 Understand how to prepare complex soups

The learner can:
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

Outcome 3 Be able to cook complex soups

The learner can:
6. Cook the soup to meet requirements
7. Make sure the soup has the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook complex soups

The learner can:
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 344  Prepare, cook and finish complex soups (3FPC2)
Learning outcomes and assessment criteria

Outcome 5 Be able to finish complex soups
The learner can:
8. Finish and present the soup to meet requirements
9. Make sure the dish is at correct temperature for holding and serving
10. Safely store any cooked soup not for immediate use

Outcome 6 Understand how to finish complex soups
The learner can:
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

What you must cover (Outcomes 1/3/5):
1. Preparation, cooking and finishing methods
   a) Weighing/measuring
   b) Chopping
   c) Simmering
   d) Clarifying
   e) Boiling
   f) Whisking
   g) Passing/straining
   h) Skimming
   i) Liaison with garnish
2. Soups
   a) Consommé
   b) Bisque
   c) Cold soup
   d) Velouté
Unit 344  
Prepare, cook and finish complex soups  
(3FPC2)  
Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FPC2</th>
<th>Prepare, cook and finish complex soups</th>
</tr>
</thead>
</table>
| **What you must DO** for Outcomes 1, 3, 5 | The assessor must assess statement/assessment criteria 1, 2, 3, 4, 5, 6, 7 & 8 by directly observing the candidate's work.  
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.  
The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must COVER for Outcomes 1, 3, 5** | There must be performance evidence, gathered through observing the candidate's work, for: |
|         | • at least nine from **preparation, cooking and finishing methods**  
|         | a) weighing/measuring  
b) chopping  
c) simmering  
d) clarifying  
e) boiling  
f) whisking  
g) passing/straining  
h) skimming  
i) liaison with garnish  
j) chilling |
|         | Candidates must demonstrate through performance that they can make the following **soups**:  
a) consommé  
b) bisque  
c) cold soup  
d) velouté |
|         | Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. |
Unit 345  Prepare, cook and finish fresh pasta dishes (3FPC3)

Level: 3  
UAN number: R/601/5664  
Credit value: 4  
GLH: 29

Unit aim
This unit is about preparing, cooking and finishing fresh pasta dishes.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare fresh pasta dishes
2. Understand how to prepare fresh pasta dishes
3. Be able to cook fresh pasta dishes
4. Understand how to cook fresh pasta dishes
5. Be able to finish fresh pasta dishes
6. Understand how to finish fresh pasta dishes

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 345  Prepare, cook and finish fresh pasta dishes (3FPC3)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare fresh pasta dishes
The learner can:
1. Select the type and quantity of pasta needed for the dish
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the fresh pasta and other ingredients to meet dish requirements

Outcome 2 Understand how to prepare fresh pasta dishes
The learner can:
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

Outcome 3 Be able to cook fresh pasta dishes
The learner can:
5. Cook the pasta and other ingredients to meet dish requirements
6. Make sure the dish has the correct flavour, colour, consistency and quantity
7. State healthy eating options when preparing, cooking and finishing complex pasta dishes
Unit 345 Prepare, cook and finish fresh pasta dishes (3FPC3)

Learning outcomes and assessment criteria

**Outcome 4 Understand how to cook fresh pasta dishes**

The learner can:

- 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

**Outcome 5 Be able to finish fresh pasta dishes**

The learner can:

- 8. Present the dish to meet requirements
- 9. Make sure the dish is at correct temperature for holding and serving
- 10. Safely store any cooked pasta not for immediate use

**Outcome 6 Understand how to finish fresh pasta dishes**

The learner can:

- 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

**What you must cover (Outcomes 1/3/5):**

1. **Pasta**
   - a) Filled pasta
   - b) Unfilled pasta

2. **Preparation and cooking methods**
   - a) Weighing/measuring
   - b) Sieving
   - c) Pulling/kneading
   - d) Resting
   - e) Rolling
   - f) Portioning
   - g) Boiling
   - h) Baking
   - i) Combining cooking methods
## Unit 345
### Prepare, cook and finish fresh pasta dishes
#### (3FPC3)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 3FPC3</th>
<th>Prepare, cook and finish fresh pasta dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcomes 1, 3, 5</td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 &amp; 8 by directly observing the candidate's work.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for Outcomes 1, 3, 5</td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
<tr>
<td></td>
<td>• both from pasta</td>
</tr>
<tr>
<td></td>
<td>a) filled pasta</td>
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<tr>
<td></td>
<td>b) unfilled pasta</td>
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<tr>
<td></td>
<td>• all from preparation and cooking methods</td>
</tr>
<tr>
<td></td>
<td>a) weighing/measuring</td>
</tr>
<tr>
<td></td>
<td>b) sieving</td>
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<tr>
<td></td>
<td>c) pulling/kneading</td>
</tr>
<tr>
<td></td>
<td>d) resting</td>
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<tr>
<td></td>
<td>e) rolling</td>
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<tr>
<td></td>
<td>f) portioning</td>
</tr>
<tr>
<td></td>
<td>g) boiling</td>
</tr>
<tr>
<td></td>
<td>h) baking</td>
</tr>
<tr>
<td></td>
<td>i) combining cooking methods</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
Unit 346 Prepare, cook and finish complex bread and dough products (3FPC4)

Level: 3
UAN number: D/601/5666
Credit value: 4
GLH: 27

Unit aim
This unit is about preparing, cooking and finishing complex bread and dough products.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Be able to prepare bread and dough products
2. Understand how to prepare bread and dough products
3. Be able to cook bread and dough products
4. Understand how to finish bread and dough products
5. Be able to finish bread and dough products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 346  Prepare, cook and finish complex bread and dough products (3FPC4)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare bread and dough products
The learner can:
1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the ingredients to meet dish requirements

Outcome 2 Understand how to prepare bread and dough products
The learner can:
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 product requirements
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

Outcome 3 Be able to cook bread and dough products
The learner can:
5. **Cook** the ingredients to meet requirements
6. Identify how to carry out different cooking methods according to product requirements
Unit 346  Prepare, cook and finish complex bread and dough products (3FPC4)
Learning outcomes and assessment criteria

Outcome 4 Understand how to finish bread and dough products
The learner can
K9. Describe the ideal storage and holding conditions for processed dough products
K10. Explain what precautions should be taken when storing dough products
K11. Explain how to minimise and correct common faults in complex bread and dough products
K12. Describe the quality points relating to finished dough products

Outcome 5 Be able to finish bread and dough products
The learner can:
7. Make sure the bread and dough product has the correct colour, texture and finish
8. Present the bread and dough product to meet requirements
9. Make sure the bread and dough product is at correct temperature for holding and serving
10. Safely store any cooked bread and dough product not for immediate use

What you must cover (Outcomes 1/3/5):
1. Bread and dough
   a) Enriched dough
e) Proving
   b) Laminated dough  
f) Knocking back
   c) Bread dough  
g) Shaping
2. Preparation and cooking methods
   a) Weighing/measuring
   b) Sieving
   c) Mixing/kneading
   d) Proving
   e) Knocking back
   f) Shaping
   g) Laminating
   h) Folding
   i) Baking
   j) Frying
### Unit 346
#### Prepare, cook and finish complex bread and dough products (3FPC4)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 3FPC4</th>
<th>Prepare, cook and finish complex bread and dough products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must <strong>DO</strong> for Outcomes 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6, 7 &amp; 8 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td></td>
<td>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 (i.e., either holding or serving) but must observe the other.</td>
</tr>
<tr>
<td></td>
<td>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must <strong>COVER</strong> for Outcomes 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
<tr>
<td></td>
<td>• all from <strong>bread and dough</strong></td>
</tr>
<tr>
<td></td>
<td>a) enriched dough</td>
</tr>
<tr>
<td></td>
<td>b) laminated dough</td>
</tr>
<tr>
<td></td>
<td>c) bread dough</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>nine</strong> from <strong>preparation and cooking methods</strong></td>
</tr>
<tr>
<td></td>
<td>a) weighing/measuring</td>
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<tr>
<td></td>
<td>b) sieving</td>
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<tr>
<td></td>
<td>c) mixing/kneading</td>
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<td></td>
<td>d) proving</td>
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<td></td>
<td>e) knocking back</td>
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<td>f) shaping</td>
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<td></td>
<td>g) laminating</td>
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<tr>
<td></td>
<td>h) folding</td>
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<tr>
<td></td>
<td>i) baking</td>
</tr>
<tr>
<td></td>
<td>j) frying</td>
</tr>
<tr>
<td></td>
<td>Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
Unit 347  Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)

Level: 3
UAN number: H/601/5670
Credit value: 5
GLH: 35

Unit aim
This unit is about preparing, cooking and finishing complex cakes, sponges, biscuits and scones.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare complex cakes, sponges, biscuits and scones
2. Understand how to prepare complex cakes, sponges, biscuits and scones
3. Be able to cook complex cakes, sponges, biscuits and scones
4. Understand how to cook complex cakes, sponges, biscuits and scones
5. Be able to finish complex cakes, sponges, biscuits and scones
6. Understand how to finish complex cakes, sponges, biscuits and scones

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 347  Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex cakes, sponges, biscuits and scones
The learner can:
1. Select the type and quantity of ingredients needed for the dish
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the product to meet requirements

Outcome 2 Understand how to prepare complex cakes, sponges, biscuits and scones
The learner can:
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

Outcome 3 Be able to cook complex cakes, sponges, biscuits and scones
The learner can:
5. Cook the product to meet requirements
6. Make sure the dish has the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook complex cakes, sponges, biscuits and scones
The learner can:
K9. Describe how to carry out the necessary cooking methods according to product requirements
K10. State the correct temperature for cooking each type of complex cake, sponge biscuit and scone product
Unit 347  
Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)

Learning outcomes and assessment criteria

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

Outcome 5  Be able to finish complex cakes, sponges, biscuits and scones
The learner can:
7. **Finish** the product to meet requirements
8. Present the product to meet requirements
9. Make sure the product is at correct temperature for holding and serving
10. Safely store any cooked product not for immediate use

Outcome 6  Understand how to finish complex cakes, sponges, biscuits, and scones
The learner can:
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

What you must cover (Outcomes 1/3/5):
1. **Preparation, cooking and finishing methods**
   a) Weighing/measuring
   b) Creaming/beating
   c) Whisking
   d) Folding
   e) Rubbing in
   f) Greasing
   g) Glazing
   h) Portioning
   i) Piping
   j) Shaping
   k) Filling
   l) Rolling
   m) Lining
   n) Trimming/icing
   o) Spreading/smoothing
   p) Kneading
   q) Proving
   r) Dusting/dredging/sprinkling
   s) Mixing
   t) Stacking
   u) Coating
   v) Slicing
   w) Baking
## Unit 347
### Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FPC5</th>
<th>Prepare, cook and finish complex cakes, sponges, biscuits and scones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must</strong> DO for Outcomes 1, 3, 5</td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 &amp; 8 by directly observing the candidate’s work. 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 (i.e., either holding or serving) but must observe the other. The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must</strong> COVER for Outcomes 1, 3, 5</td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
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<tr>
<td></td>
<td>• at least <strong>fifteen</strong> from <strong>preparation, cooking and finishing methods</strong></td>
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<tr>
<td></td>
<td>a) weighing/measuring</td>
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<td></td>
<td>b) creaming/beating</td>
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<tr>
<td></td>
<td>c) whisking</td>
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<td>d) folding</td>
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<td>e) rubbing in</td>
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<td>f) greasing</td>
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<td>g) glazing</td>
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<td>h) portioning</td>
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<td>i) piping</td>
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<td>j) shaping</td>
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<td>k) filling</td>
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<td>l) rolling</td>
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<td>m) lining</td>
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<td>n) trimming/icing</td>
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<td>o) spreading/smoothing</td>
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<td>p) kneading</td>
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<td>q) proving</td>
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<td>r) dusting/dredging/sprinkling</td>
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<td>s) mixing</td>
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<td>t) stacking</td>
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<td>u) coating</td>
</tr>
<tr>
<td></td>
<td>v) slicing</td>
</tr>
<tr>
<td></td>
<td>w) baking</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 348  Prepare, cook and finish complex pastry products (3FPC6)

Level: 3
UAN number: M/601/5672
Credit value: 3
GLH: 29

Unit aim
This unit is about preparing, cooking and finishing complex pastry products.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare complex pastry products
2. Understand how to prepare complex pastry products
3. Be able to cook complex pastry products
4. Understand how to cook complex pastry products
5. Be able to finish complex pastry products
6. Understand how to finish complex pastry products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 348  Prepare, cook and finish complex pastry products (3FPC6)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex pastry products
The learner can:
1. Select the type and quantity of ingredients needed for the dish
2. Accurately weigh ingredients required
3. Check the ingredients to make sure they meet quality standards
4. Choose and use tools and equipment correctly
5. Prepare the ingredients to meet dish requirements

Outcome 2 Understand how to prepare complex pastry products
The learner can:
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

Outcome 3 Be able to cook complex pastry products
The learner can:
6. Cook ingredients to meet dish requirements
7. Make sure the pastry product has the correct flavour, colour, consistency and quantity
Unit 348  Prepare, cook and finish complex pastry products (3FPC6)
Learning outcomes and assessment criteria

Outcome 4 Understand how to cook complex pastry products
The learner can:
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

Outcome 5 Be able to finish complex pastry products
The learner can:
8. Present the pastry product to meet requirements
9. Make sure the pastry product is at correct temperature for holding and serving
10. Safely store any cooked pastry product not for immediate use

Outcome 6 Understand how to finish complex pastry products
The learner can:
K11. Describe how to minimise and correct common faults with complex pastry products
K12. Explain how to store complex pastry products

What you must cover (Outcome1/3/5):
1. Pastry product
   a) Short
   b) Sweet
   c) Suet
   d) Choux
   e) Puff/flaky
   f) Sable
   g) Convenience
   h) Hot water paste
2. Preparation and cooking methods
   a) Weighing/measuring
   b) Sifting
   c) Rubbing in
d) Creaming
e) Kneading
f) Resting
g) Aerating
h) Conditioning/chilling
i) Piping
j) Laminating
k) Rolling
l) Folding
m) Lining/moulding
n) Trimming
o) Baking
p) Combining cooking methods
## Unit 348  Prepare, cook and finish complex pastry products (3FPC6)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FPC6</th>
<th>Prepare, cook and finish complex pastry products</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** <strong>DO</strong> <strong>for Outcomes 1,3,5</strong></td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4, 5, 6, 7, 8 &amp; 9 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td></td>
<td>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>**What you must ** <strong>COVER</strong> <strong>for Outcomes 1,3,5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>six</strong> from <strong>pastry product</strong></td>
</tr>
</tbody>
</table>
|            | a) short  
|            | b) sweet  
|            | c) suet  
|            | d) choux  
|            | e) puff/flaky  
|            | f) sable  
|            | g) convenience  
|            | h) hot water paste  |
|            | • at least **twelve** from **preparation and cooking methods** |
|            | a) weighing/measuring  
|            | b) sifting  
|            | c) rubbing in  
|            | d) creaming  
|            | e) kneading  
|            | f) resting  
|            | g) aerating  
|            | h) conditioning/chilling  
|            | i) piping  
|            | j) laminating  
|            | k) rolling  
|            | l) folding  
|            | m) lining/moulding  
|            | n) trimming  
|            | o) baking  
|            | p) combining cooking methods |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 349 Prepare, process and finish complex chocolate products (3FPC7)

Level: 3
UAN number: T/601/5673
Credit value: 5
GLH: 42

Unit aim
This unit is about preparing, processing and finishing complex chocolate products.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare complex chocolate products
2. Understand how to prepare complex chocolate products
3. Be able to process complex chocolate products
4. Understand how to process complex chocolate products
5. Be able to finish complex chocolate products
6. Understand how to finish complex chocolate products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 349  Prepare, process and finish complex chocolate products (3FPC7)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex chocolate products
The learner can:
1. Select the type and quantity of ingredients needed for product
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the ingredients to meet dish requirements

Outcome 2 Understand how to prepare complex chocolate products
The learner can:
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

Outcome 3 Be able to process complex chocolate products
The learner can:
5. Process ingredients to meet dish requirements
6. Make sure the chocolate products have the correct flavour, colour, texture and quantity

Outcome 4 Understand how to process complex chocolate products
The learner can:
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

Outcome 5 Be able to finish complex chocolate products
The learner can:
7. Decorate and present the chocolate product to meet requirements
8. Safely store any processed chocolate product not for immediate use
Unit 349  Prepare, process and finish complex chocolate products (3FPC7)
Learning outcomes and assessment criteria

Outcome 6 Understand how to finish complex chocolate products
The learner can:
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

What you must cover (Outcomes 1/3/5):

1. Chocolate
   a) Plain chocolate 
   b) White chocolate 
   c) Milk chocolate 
2. Preparation and processing methods
   a) Rolling 
   b) Mixing 
   c) Drying 
   d) Manipulating 
   e) Blending colour and flavour 
   f) Cutting 
   g) Spreading 
   h) Melting 
   i) Tempering 
   j) Modelling
## Unit 349  
Prepare, process and finish complex chocolate products (3FPC7)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 3FPC7</th>
<th>Prepare, process and finish complex chocolate products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcome 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6, 7 &amp; 8 by directly observing the candidate’s work.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcomes 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
</tbody>
</table>

- all from chocolate
  - a) plain chocolate
  - b) white chocolate
  - c) milk chocolate

- at least eight from preparation and processing methods
  - a) rolling
  - b) mixing
  - c) drying
  - d) manipulating
  - e) blending colour and flavour
  - f) cutting
  - g) spreading
  - h) melting
  - i) tempering
  - j) modelling

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 350  Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)

Level: 3
UAN number: J/601/5676
Credit value: 5
GLH: 42

Unit aim
This unit is about preparing, processing and finishing marzipan, pastillage and sugar products.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare marzipan, pastillage and sugar products
2. Understand how to prepare marzipan, pastillage and sugar products
3. Be able to process marzipan, pastillage and sugar products
4. Understand how to process marzipan, pastillage and sugar products
5. Be able to finish marzipan, pastillage and sugar products
6. Understand how to finish marzipan, pastillage and sugar products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 350 Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare marzipan, pastillage and sugar products
The learner can:
1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the ingredients to meet dish requirements

Outcome 2 Understand how to prepare marzipan, pastillage and sugar products
The learner can:
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

Outcome 3 Be able to process marzipan, pastillage and sugar products
The learner can:
5. Process ingredients to meet dish requirements
6. Make sure the marzipan, pastillage and sugar products have the correct flavour, colour, texture and quantity
Unit 350  
Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)  
Learning outcomes and assessment criteria

**Outcome 4** Understand how to process marzipan, pastillage and sugar products  
The learner can:  
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

**Outcome 5** Be able to finish marzipan, pastillage and sugar products  
The learner can:  
7. Decorate and present the marzipan, pastillage and sugar products to meet requirements  
8. Safely store any processed marzipan, pastillage and sugar products not for immediate use

**Outcome 6** Understand how to finish marzipan, pastillage and sugar products  
The learner can:  
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

What you must cover (Outcomes 1/3/5):  
1. **Pastillage and sugar**  
a) Sugar paste/cover paste  
b) Marzipan  
c) Pastillage  
d) Royal icing  
e) Spun sugar  
f) Dipped fruit  
g) Italian meringue  
h) Fudge  
i) Poured sugar  
j) Rock sugar  
2. **Preparation and processing methods**  
a) Boiling  
b) Dipping  
c) Moulding  
d) Pouring  
e) Rolling  
f) Mixing  
g) Drying  
h) Piping  
i) Pulling  
j) Manipulating  
k) Blending (colour and flavour)  
l) Cutting  
m) Spreading  
n) Spinning
## Unit 350
Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FPC8</th>
<th>Prepare, process and finish marzipan, pastillage and sugar products</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you must <strong>DO</strong> for Outcomes 1, 3, 5</td>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4, 5, 6, 7 &amp; 8 by directly observing the candidate's work.</td>
</tr>
<tr>
<td>What you must <strong>COVER</strong> for Outcomes 1, 3, 5</td>
<td>There must be performance evidence, gathered through observing the candidate's work, for:</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>seven</strong> from pastillage and sugar</td>
</tr>
<tr>
<td></td>
<td>a) sugar paste/cover paste</td>
</tr>
<tr>
<td></td>
<td>b) marzipan</td>
</tr>
<tr>
<td></td>
<td>c) pastillage</td>
</tr>
<tr>
<td></td>
<td>d) royal icing</td>
</tr>
<tr>
<td></td>
<td>e) spun sugar</td>
</tr>
<tr>
<td></td>
<td>f) dipped fruit</td>
</tr>
<tr>
<td></td>
<td>g) Italian meringue</td>
</tr>
<tr>
<td></td>
<td>h) fudge</td>
</tr>
<tr>
<td></td>
<td>i) poured sugar</td>
</tr>
<tr>
<td></td>
<td>j) rock sugar</td>
</tr>
<tr>
<td></td>
<td>• at least <strong>nine</strong> from preparation and processing methods</td>
</tr>
<tr>
<td></td>
<td>a) boiling</td>
</tr>
<tr>
<td></td>
<td>b) dipping</td>
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<tr>
<td></td>
<td>c) moulding</td>
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<td></td>
<td>d) pouring</td>
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<td></td>
<td>e) rolling</td>
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<td></td>
<td>f) mixing</td>
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<td></td>
<td>g) drying</td>
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<td></td>
<td>h) piping</td>
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<tr>
<td></td>
<td>i) pulling</td>
</tr>
<tr>
<td></td>
<td>j) manipulating</td>
</tr>
<tr>
<td></td>
<td>k) blending (colour and flavour)</td>
</tr>
<tr>
<td></td>
<td>l) cutting</td>
</tr>
<tr>
<td></td>
<td>m) spreading</td>
</tr>
<tr>
<td></td>
<td>n) spinning</td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 351  Prepare, cook and present complex cold products (3FPC9)

Level: 3
UAN number: L/601/5677
Credit value: 5
GLH: 38

Unit aim
This unit is about producing complex cold products.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare complex cold products
2. Understand how to prepare complex cold products
3. Be able to cook complex cold products
4. Understand how to cook complex cold products
5. Be able to present complex cold products
6. Understand how to present complex cold products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 351 Prepare, cook and present complex cold products (3FPC9)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex cold products
The learner can:
1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Select appropriate tools and equipment and use correctly
4. Prepare the ingredients to meet requirements

Outcome 2 Understand how to prepare complex cold products
The learner can:
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

Outcome 3 Be able to cook complex cold products
The learner can:
5. Cook the ingredients to meet requirements
6. Make sure the complex cold products have the correct flavour, colour, consistency and quantity

Outcome 4 Understand how to cook complex cold products
The learner can:
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

Outcome 5 Be able to present complex cold products
The learner can:
7. Garnish and present the complex cold products to meet requirements
8. Make sure the complex cold products are at correct temperature for holding and serving
9. Safely store any cooked complex cold products not for immediate use
Unit 351 Prepare, cook and present complex cold products (3FPC9)
Learning outcomes and assessment criteria

Outcome 6 Understand how to present complex cold products
The learner can:
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

What you must cover (Outcomes 1/3/5):

1. Complex cold product
   a) Cooked red meat
   b) Cooked white meat
   c) Joints of meat
   d) Cooked poultry
   e) Salads
   f) Vegetables and fruit
   g) Eggs
   h) Farinaceous products
   i) Fish (whole and portioned)
   j) Game
   k) Dairy products
   l) Fungi
   m) Rice
   n) Pulses
   o) Terrines
   p) Pâté
   q) Smoked items
   r) Mousses
   s) Cold savoury/buffet appetisers

2. Preparation, cooking and finishing methods
   a) Boiling
   b) Roasting
   c) Combination cooking methods
   d) Poaching (shallow and deep)
   e) Baking
   f) Steaming
   g) Pressing and reforming
   h) Shaping and moulding
   i) Filleting
   j) De-boning
   k) Skinning and trimming
   l) Blending/liquidising
   m) Rolling
   n) Carving
   o) Trussing and tying
   p) Mincing and processing
   q) Sieving
### Unit 351 Prepare, cook and present complex cold products (3FPC9)

**Evidence requirements**

<table>
<thead>
<tr>
<th>Unit 3FPC9</th>
<th>Prepare, cook and present complex cold products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcomes 1, 3, 5</strong></td>
<td>The assessor <em>must</em> assess assessment criteria 1, 2, 3, 4, 5, 6, &amp; 7 by directly observing the candidate’s work. 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 (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcomes 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate’s work for:</td>
</tr>
<tr>
<td></td>
<td>- at least <em>sixteen</em> from complex cold products</td>
</tr>
<tr>
<td></td>
<td>a) cooked red meat</td>
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<tr>
<td></td>
<td>b) cooked white meat</td>
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<td></td>
<td>c) joints of meat</td>
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<td></td>
<td>d) cooked poultry</td>
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<td>e) salads</td>
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<td>f) vegetables and fruit</td>
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<td></td>
<td>g) eggs</td>
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<tr>
<td></td>
<td>h) farinaceous products</td>
</tr>
<tr>
<td></td>
<td>i) fish (whole and portioned)</td>
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<tr>
<td></td>
<td>j) game</td>
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<td>k) dairy products</td>
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<td></td>
<td>l) fungi</td>
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<td></td>
<td>m) rice</td>
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<td></td>
<td>n) pulses</td>
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<tr>
<td></td>
<td>o) terrines</td>
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<tr>
<td></td>
<td>p) pâté</td>
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<td></td>
<td>q) smoked items</td>
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<td></td>
<td>r) mousses</td>
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<td></td>
<td>s) cold savoury/buffet appetisers</td>
</tr>
<tr>
<td></td>
<td>- at least <em>eleven</em> from preparation, cooking and finishing methods</td>
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<tr>
<td></td>
<td>a) boiling</td>
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<tr>
<td></td>
<td>b) roasting</td>
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<tr>
<td></td>
<td>c) combination cooking methods</td>
</tr>
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<td></td>
<td>d) poaching (shallow and deep)</td>
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<tr>
<td></td>
<td>e) baking</td>
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<td></td>
<td>f) steaming</td>
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<tr>
<td>g) pressing and reforming</td>
<td>h) shaping and moulding</td>
</tr>
<tr>
<td>i) filleting</td>
<td>j) de-boning</td>
</tr>
<tr>
<td>k) skinning and trimming</td>
<td>l) blending/liquidising</td>
</tr>
<tr>
<td>m) rolling</td>
<td>n) carving</td>
</tr>
<tr>
<td>o) trussing and tying</td>
<td>p) mincing and processing</td>
</tr>
<tr>
<td>q) sieving</td>
<td></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 352  Prepare, finish and present canapés and cocktail products (3FPC10)

Level: 3
UAN number: Y/601/5682
Credit value: 4
GLH: 32

Unit aim
This unit is about producing canapés and cocktail products.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare canapés and cocktail products
2. Understand how to prepare canapés and cocktail products
3. Be able to cook canapés and cocktail products
4. Understand how to cook canapés and cocktail products
5. Be able to present canapés and cocktail products
6. Understand how to present canapés and cocktail products

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 352  Prepare, finish and present canapés and cocktail products (3FPC10)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare canapés and cocktail products
The learner can:
1. Select the type and quantity of ingredients needed for product
2. Check the ingredients to make sure they meet quality standards
3. Select appropriate tools and equipment and use correctly
4. Prepare the ingredients to meet product requirements

Outcome 2 Understand how to prepare canapés and cocktail products
The learner can:
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

Outcome 3 Be able to cook canapés and cocktail products
The learner can:
5. Cook the ingredients to meet requirements
6. Make sure the canapés and cocktail products have the correct flavour, colour, texture and quantity

Outcome 4 Understand how to cook canapés and cocktail products
The learner can:
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
Unit 352 Prepare, finish and present canapés and cocktail products (3FPC10)
Learning outcomes and assessment criteria

Outcome 5 Be able to present canapés and cocktail products
The learner can:
7. Finish the ingredients to meet requirements
8. Decorate and present canapés and cocktail products to meet requirements
9. Make sure the canapés and cocktail products are at the correct temperature for holding and serving
10. Safely store any cooked canapés and cocktail products not for immediate use

Outcome 6 Understand how to present canapés and cocktail products
The learner can:
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

What you must cover (Outcomes 1/3/5):
1. Canapés and cocktail products
   a) Canapés
   b) Filled short pastry items
   c) Filled puff pastry items
   d) Filled choux items
   e) Cocktail brochettes
   f) Bouchées

2. Preparation, cooking and finishing methods
   a) Baking
   b) Slicing
   c) Filling
   d) Pouring
   e) Mixing
   f) Chilling
   g) Cutting
   h) Piping
   i) Spreading
   j) Skewering
**Unit 352**  
Prepare, finish and present canapés and cocktail products (**3FPC10**)  
Evidence requirements

<table>
<thead>
<tr>
<th>What you must <strong>DO</strong> for Outcome 1, 3, 5</th>
<th>Prepare, finish and present canapés and cocktail products</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6, 7 &amp; 8 by directly observing the candidate’s work.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>The assessor may assess assessment criteria 10 through questioning or witness testimony if no naturally occurring evidence is available.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must <strong>COVER</strong> for Outcome 1, 3, 5</th>
<th>There must be performance evidence, gathered through observing the candidate’s work, for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- at least four from <strong>canapés and cocktails</strong></td>
<td></td>
</tr>
<tr>
<td>a) canapés</td>
<td></td>
</tr>
<tr>
<td>b) filled short pastry items</td>
<td></td>
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<tr>
<td>c) filled puff pastry items</td>
<td></td>
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<tr>
<td>d) filled choux items</td>
<td></td>
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<tr>
<td>e) cocktail brochettes</td>
<td></td>
</tr>
<tr>
<td>f) bouchées</td>
<td></td>
</tr>
<tr>
<td>- at least seven from <strong>preparation, cooking and finishing methods</strong></td>
<td></td>
</tr>
<tr>
<td>a) baking</td>
<td></td>
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<tr>
<td>b) slicing</td>
<td></td>
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<tr>
<td>c) filling</td>
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<td>d) pouring</td>
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<td>e) mixing</td>
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<tr>
<td>f) chilling</td>
<td></td>
</tr>
<tr>
<td>g) cutting</td>
<td></td>
</tr>
<tr>
<td>h) piping</td>
<td></td>
</tr>
<tr>
<td>i) spreading</td>
<td></td>
</tr>
<tr>
<td>j) skewering</td>
<td></td>
</tr>
</tbody>
</table>

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 353  
Prepare, cook and finish dressings and cold sauces (3FPC11)

Level: 3  
UAN number: K/601/5704  
Credit value: 3  
GLH: 20

Unit aim  
This unit is about preparing, cooking and finishing dressings and cold sauces.

Learning outcomes  
There are six learning outcomes to this unit. The learner will:

1. Be able to prepare dressings and cold sauces  
2. Understand how to prepare dressings and cold sauces  
3. Be able to cook dressings and cold sauces  
4. Understand how to cook dressings and cold sauces  
5. Be able to finish dressings and cold sauces  
6. Understand how to finish dressings and cold sauces

Endorsement of the unit by a sector or other appropriate body  
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 353  Prepare, cook and finish dressings and cold sauces (3FPC11)
Learning outcomes and assessment criteria

**Outcome 1 Be able to prepare dressings and cold sauces**
The learner can:
1. Select the type and quantity of ingredients needed for the sauce
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. **Prepare** the dressings/sauce to meet requirements

**Outcome 2 Understand how to prepare dressings and cold sauces**
The learner can:
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

**Outcome 3 Be able to cook dressings and cold sauces**
The learner can:
5. **Cook** the dressings and sauce to meet requirements
6. Make sure the dressing and sauce has the correct flavour, colour, consistency and quantity

**Outcome 4 Understand how to cook dressings and cold sauces**
The learner can:
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
Unit 353  
Prepare, cook and finish dressings and cold sauces (3FPC11)
Learning outcomes and assessment criteria

Outcome 5 Be able to finish dressings and cold sauces
The learner can:
7. Finish the dressing and sauce to meet requirements
8. Make sure the dish is at correct temperature for holding and serving
9. Safely store any cooked dressings and sauce not for immediate use

Outcome 6 Understand how to finish dressings and cold sauces
The learner can:
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

What you must cover (Outcomes 1/3/5):

1. Preparation and cooking methods
   a) Weighing and measuring
   b) Boiling
   c) Simmering
   d) Reducing
   e) Chopping
   f) Whisking
   g) Blanching
   h) Sieving/stirring
   i) Liquidising/blending
   j) Emulsifying
   k) Processing

2. Sauces
   a) Derivative of mayonnaise
   b) Coulis
   c) Egg and oil emulsion
   d) Flavoured oil-based dressing
   e) Sour cream/yoghurt based
   f) Fruit/vegetable thickened – eg dips
## Unit 353

Prepare, cook and finish dressings and cold sauces (3FPC11)

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FPC11</th>
<th>Prepare, cook and finish dressings and cold sauces</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you must DO for Outcomes 1, 3, 5</strong></td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6, 7 &amp; 8 by directly observing the candidate's work. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td><strong>What you must COVER for Outcomes 1, 3, 5</strong></td>
<td>There must be performance evidence, gathered through observing the candidate's work, for:</td>
</tr>
<tr>
<td></td>
<td>• at least eight from preparation and cooking methods</td>
</tr>
<tr>
<td></td>
<td>a) weighing and measuring</td>
</tr>
<tr>
<td></td>
<td>b) boiling</td>
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<tr>
<td></td>
<td>c) simmering</td>
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<td></td>
<td>d) reducing</td>
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<td>e) chopping</td>
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<td>f) whisking</td>
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<td>g) blanching</td>
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<td>h) sieving/stirring</td>
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<td></td>
<td>i) liquidising/blending</td>
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<td>j) emulsifying</td>
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<td>k) processing</td>
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<td></td>
<td>Candidates must demonstrate through performance that they can make at least five of the following sauces:</td>
</tr>
<tr>
<td></td>
<td>a) derivative of mayonnaise</td>
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<tr>
<td></td>
<td>b) coulis</td>
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<tr>
<td></td>
<td>c) egg and oil emulsion</td>
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<td>d) flavoured oil based dressing</td>
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<td>e) sour cream/yoghurt based</td>
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<td>f) fruit/vegetable thickened – eg dips</td>
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<tr>
<td></td>
<td>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</td>
</tr>
</tbody>
</table>
Unit 354  Prepare, cook and finish complex hot desserts (3FPC12)

Level: 3
UAN number: L/601/5694
Credit value: 3
GLH: 26

Unit aim
This unit is about preparing, cooking and finishing hot desserts.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare complex hot desserts
2. Understand how to prepare complex hot desserts
3. Be able to cook complex hot desserts
4. Understand how to cook complex hot desserts
5. Be able to finish complex hot desserts
6. Understand how to finish complex hot desserts

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 354  
Prepare, cook and finish complex hot desserts  
(3FPC12)  
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex hot desserts
The learner can:
1. Select the type and quantity of ingredients needed for the dessert
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the ingredients to meet requirements

Outcome 2 Understand how to prepare complex hot desserts
The learner can:
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

Outcome 3 Be able to cook complex hot desserts
The learner can:
5. Cook the ingredients to meet requirements

Outcome 4 Understand how to cook complex hot desserts
The learner can:
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

Outcome 5 Be able to finish complex hot desserts
The learner can:
6. Make sure the dessert has the correct colour, texture and finish
7. Finish and present the dessert to meet requirements
8. Make sure the dessert is at correct temperature for holding and serving
9. Safely store any desserts not for immediate use
Outcome 6  Understand how to finish complex hot desserts
The learner can:
K11. Describe the quality points relating to the finished product
K12. Explain the appropriate finishing methods for each type of product

What you must cover (Outcomes 1/3/5):

1. **Desserts**
   a) Hot soufflés
   b) Paste based
   c) Fruit-based desserts
   d) Sponge-based desserts
2. **Preparation methods**
   a) Creaming
   b) Folding
   c) Aeration
   d) Use of moulds
   e) Incorporating fat
   f) Separation/combining of colours/flavours/ingredients
3. **Cooking methods**
   a) Steaming
   b) Deep fat frying
   c) Bain marie
   d) Baking
   e) Microwaving
4. **Finishing methods**
   a) Gratinate
   b) Cooling
   c) Piping
   d) De-moulding
   e) Glazing
   f) Portioning
## Unit 354

**Prepare, cook and finish complex hot desserts (3FPC12)**

### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FPC12</th>
<th>Prepare and cook complex hot desserts</th>
</tr>
</thead>
</table>
| **What you must DO for Outcomes 1, 3, 5** | The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6 & 7 by directly observing the candidate’s work.  
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.  
The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available. |
| **What you must COVER for Outcomes 1, 3, 5** | There must be performance evidence, gathered through observing the candidate’s work, for:  
- at least three from desserts  
  a) hot soufflés  
  b) paste based  
  c) fruit based desserts  
  d) sponge based desserts  
- at least five from preparation methods  
  a) creaming  
  b) folding  
  c) aeration  
  d) use of moulds  
  e) incorporating fat  
  f) separation/combining of colours/flavours/ingredients  
- at least four from cooking methods  
  a) steaming  
  b) deep fat frying  
  c) bain marie  
  d) baking  
  e) microwaving  
- at least five from finishing methods  
  a) gratinating  
  b) cooling  
  c) piping  
  d) de-moulding  
  e) glazing  
  f) portioning |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 355 Prepare, cook and finish complex cold desserts (3FPC13)

Level: 3
UAN number: R/601/5700
Credit value: 3
GLH: 30

Unit aim
This unit is about preparing, cooking and finishing cold desserts.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to prepare complex cold desserts
2. Understand how to prepare complex cold desserts
3. Be able to cook complex cold desserts
4. Understand how to cook complex cold desserts
5. Be able to finish complex cold desserts
6. Understand how to finish complex cold desserts

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 355 Prepare, cook and finish complex cold desserts (3FPC13)
Learning outcomes and assessment criteria

Outcome 1 Be able to prepare complex cold desserts
The learner can:
1. Select the type and quantity of ingredients needed for the dessert
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the ingredients to meet requirements

Outcome 2 Understand how to prepare complex cold desserts
The learner can:
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

Outcome 3 Be able to cook complex cold desserts
The learner can:
5. Cook the ingredients to meet requirements
6. Process the dessert to meet dish requirements

Outcome 4 Understand how to cook complex cold desserts
The learner can:
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

Outcome 5 Be able to finish complex cold desserts
The learner can:
7. Make sure the dessert has the correct colour, texture and finish
8. Make sure the dessert has the correct temperature for holding and serving
9. Safely store any desserts not for immediate use
Unit 355 Prepare, cook and finish complex cold desserts (3FPC13)
Learning outcomes and assessment criteria

Outcome 6 Understand how to finish complex cold desserts
The learner can:
K10. State the quality points relating to the finished product

What you must cover (Outcomes 1/3/5):

1. Desserts
   a) Egg-based set
   b) Mousses/cold soufflés
   c) Meringue based
   d) Cheesecake
   e) Paste-based goods
   f) Fruit/crème bavarois
   g) Ice cream based/sorbet based

2. Preparation methods
   a) Creaming
   b) Aeration
   c) Combining
   d) Sieving/passing
   e) Puréeing
   f) Folding
   g) Addition of colours/flavours
   h) Straining

3. Cooking methods
   a) Poaching
   b) Baking
   c) Boiling
   d) Steaming

4. Processing methods
   a) De-moulding
   b) Freezing
   c) Refrigeration
   d) Chilling

5. Finishing methods
   a) Cooling
   b) Stacking
   c) Glazing
   d) Filling
   e) Portioning
   f) Cutting
   g) Piping
### Unit 355  Prepare, cook and finish complex cold desserts (3FPC13)

#### Evidence requirements

<table>
<thead>
<tr>
<th>Unit 3FPC13</th>
<th>Prepare, cook and finish complex cold desserts</th>
</tr>
</thead>
<tbody>
<tr>
<td>**What you must ** DO for Outcomes 1, 3, 5</td>
<td>The assessor must assess assessment criteria 1, 2, 3, 4, 5, 6 &amp; 7 by directly observing the candidate’s work. 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 (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
</tr>
<tr>
<td>**What you must ** COVER for Outcomes 1, 3, 5</td>
<td>There must be performance evidence, gathered through observing the candidate’s work, for:</td>
</tr>
<tr>
<td></td>
<td>• at least four from desserts</td>
</tr>
</tbody>
</table>
|  | a) egg-based set  
b) mousses/cold soufflés  
c) meringue based  
d) cheesecake  
e) paste-based goods  
f) fruit/crème bavarois  
g) ice cream based/sorbet based  |
|  | • at least five from preparation methods |
|  | a) creaming  
b) aeration  
c) combining  
d) sieving/passing  
e) puréeing  
f) folding  
g) addition of colours/flavours  
h) straining  |
|  | • at least two from cooking methods |
|  | a) poaching  
b) baking  
c) boiling  
d) steaming |
• at least **three** from **processing methods**
  
  a) de-moulding  
  b) freezing  
  c) refrigeration  
  d) chilling  

• at least **five** from **finishing methods**
  
  a) cooling  
  b) stacking  
  c) glazing  
  d) filling  
  e) portioning  
  f) cutting  
  g) piping

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 356  Produce sauces, fillings and coatings for complex desserts (3FPC14)

Level: 3
UAN number: D/601/5702
Credit value: 4
GLH: 33

Unit aim
This unit is about producing sauces, fillings and coatings.

Learning outcomes
There are two learning outcomes to this unit. The learner will be able to:
1. Be able to produce sauces, fillings and coatings for complex desserts
2. Understand how to produce sauces, fillings and coatings for complex desserts

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 356  Produce sauces, fillings and coatings for complex desserts (3FPC14)

Learning outcomes and assessment criteria

Outcome 1  Be able to produce sauces, fillings and coatings for complex desserts

The learner can:
1. Select the type and quantity of ingredients needed for the sauces, fillings and coatings
2. Check the ingredients to make sure they meet quality standards
3. Select the appropriate tools and equipment and use correctly
4. Prepare the ingredients to meet dish requirements
5. Process ingredients to meet dish requirements
6. Make sure the sauce, filling and coating has the correct colour, texture and finish
7. Finish and present the sauce, filling and coating to meet requirements
8. Make sure the sauce, filling and coating is at the correct temperature for holding and serving
9. Safely store any sauce, filling and coating not for immediate use

What you must cover:
1. Sauces, fillings and coatings
   a) Crème anglaise
   b) Sabayon
   c) Fruit coulis
   d) Ganache
   e) Crème chantilly
   f) Preserves
   g) Fruit glazes
   h) Crème patisserie
   i) Syrups
   j) Butter cream
   k) Royal icing
   l) Jams
   m) Sugar glazes

2. Preparation methods
   a) Mixing
   b) Whisking
   c) Boiling
   d) Separating
   e) Creaming

3. Processing methods
   a) Reducing
   b) Liquidising
   c) Blending
   d) Addition of colouring
   e) Emulsifying
   f) Addition of flavouring

Outcome 2  Understand how to produce sauces, fillings and coatings for complex desserts

The learner can:
K1. Describe what quality points to look for relating to finished sauces, fillings and coatings
K2. Describe the correct tools and equipment and the reasons for using them when producing sauces, fillings and coatings for hot desserts
K3. Describe the consistency required for finished sauces, fillings and coatings
K4. Describe how to adjust flavours and minimise common faults
K5. State the effects of different temperatures and humidity on ingredients used
K6. Explain the uses of various sauces, fillings and coatings
K7. Describe the types of problems that may occur with sauces, fillings and coatings and how to deal with these correctly
K8. State healthy eating options when producing sauces, fillings and coatings
## Unit 356  Produce sauces, fillings and coatings for complex desserts (3FPC14)

### Evidence requirements

<table>
<thead>
<tr>
<th>What you must DO for Outcome 1</th>
<th>Produce sauces, fillings and coatings for complex desserts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessor <strong>must</strong> assess assessment criteria 1, 2, 3, 4, 5, 6, &amp; 7 by directly observing the candidate’s work. 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. The assessor may assess assessment criteria 9 through questioning or witness testimony if no naturally occurring evidence is available.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you must COVER for Outcome 1</th>
<th>There must be performance evidence, gathered through observing the candidate’s work for:</th>
</tr>
</thead>
</table>
| • at least **eight** from **sauces, fillings and coatings**  
  a) crème anglaise  
  b) sabayon  
  c) fruit coulis  
  d) ganache  
  e) crème Chantilly  
  f) preserves  
  g) fruit flazes  
  h) crème patisserie  
  i) syrups  
  j) butter cream  
  k) royal icing  
  l) jams  
  m) sugar glazes |
| • at least **four** from **preparation methods**  
  a) mixing  
  b) whisking  
  c) boiling  
  d) separating  
  e) creaming |
| • at least **five** from **processing methods**  
  a) reducing  
  b) liquidising  
  c) blending  
  d) addition of colouring  
  e) emulsifying  
  f) addition of flavouring |

Evidence for the remaining points under ‘what you must cover’ may be assessed through questioning or witness testimony.
Unit 666  Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10)

Level: 2  
UAN number: T/601/7214  
Credit value: 2  
GLH: 16

Unit aim
This unit is about ensuring that learners achieve the national occupational standard to understand employment rights and responsibilities within the hospitality, leisure, travel and tourism sector.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Know employer and employee rights and responsibilities and own organisational procedures
2. Know factors that affect own organisation and occupation

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by People1st, the Sector Skills Council for Hospitality.
Unit 666  Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10)

Learning outcomes and assessment criteria

Outcome 1  Know employer and employee rights and responsibilities and own organisational procedures

The learner can:
K1. State employee and employer rights and responsibilities under employment law including Disability Discrimination Act, Health and Safety and other relevant legislation
K2. State importance of having employment rights and responsibilities
K3. Describe organisational procedures for Health and Safety, including documentation
K4. Describe organisational procedures for equality and diversity including documentation
K5. Identify sources of information and advice on employment rights and responsibilities, including access to work and additional learning support

Outcome 2  Know factors that affect own organisation and occupation

The learner can:
K6. Describe the role played by own occupation within the organisation and industry
K7. Describe career pathways available to them
K8. State types of representative body related to the hospitality industry, their main roles and responsibilities and their relevance to the industry
K9. Identify sources of information and advice on own industry, occupation, training and career
K10. Describe principles policies and codes of practice used by own organisation and industry
K11. Describe issues of public concern that affect own organisation and industry
Appendix 1   Course design and delivery

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

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

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

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

Recommended delivery strategies
Centres should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

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

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Functional/Core Skills and other related qualifications. Relationship tables are provided to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.
Appendix 2  Assessment

Recording forms
Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of Recording forms including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website or can be purchased from the Walled Garden.

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 by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms can be requested by email from catering@cityandguilds.com

People 1st Assessment Strategy Guidance
There are four components to the sector assessment strategy which set out requirements and guidance relating to:
1. external quality control
2. assessment principles
3. occupational expertise of assessors and verifiers
4. continuous professional development

The strategy should be used alongside the NVQ/SVQ assessment and quality assurance guidance of the regulatory authorities. Further information about NVQs/SVQs can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

Assessment Principles
People 1st advocate the integration of national occupational standards within employers’ organisations in order to achieve a national level of competence across the sector’s labour market. As such assessment of the sector’s NVQs/SVQs will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate’s supervisors and/or line managers. People1st recognise, however, that is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of the peripatetic assessors to support the assessment process.
Within these parameters, People1st expects that:
- the majority of assessment of the sector’s NVQs/SVQs will be based on performance evidence, i.e., direct observation, outputs of work, and witness testimony within the workplace or an RWE approved by an awarding organisation.
- opportunities to ascertain candidate’s accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

Witness Testimony
People1st recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate’s performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the candidate’s line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the candidate’s workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation’s minimum observations requirements must be met.

Expert witnesses may be used where additional support relation to the assessment of technical competence is required. Expert witnesses may be:
- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding body agrees have current occupational competence, knowledge and expertise to make a judgement on a candidate’s competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate’s performance in relation to the unit being assessed. People1st believe that it is unlikely for an expert witness to be fully expert within any of the sector’s occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation’s requirements.

Professional Discussion
Professional discussion is encouraged as a supplementary form of evidence to confirm a candidate’s competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

Simulation
Simulation can only be used to assess candidates for the sector’s NVQs/SVQs where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example, assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.
Realistic Working Environment
Assessment of the sector's NVQs/SVQs should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at Annex B.

Continuous Professional Development
To maintain high standards of quality and standardisation within assessment, and achieve best practice, People1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Annex E.

Annex A - Units in the Hospitality, Leisure, Travel and Tourism NVQ/SVQ frameworks that permit simulation

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Title</th>
<th>NVQs that the unit is used in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1GEN1</td>
<td>Maintain a safe, hygienic and secure working environment</td>
<td>Level 1 and 2 NVQ Certificates/Diplomas in Hospitality</td>
</tr>
</tbody>
</table>

Annex B - Criteria for Hospitality NVQ/SVQ Assessment in a Realistic Working Environment
It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment. The number of hours candidates work and their input in not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation’s criteria for this purpose.

<table>
<thead>
<tr>
<th></th>
<th>The work situation being represented is relevant to the NVQ(s)/SVQ(s) being assessed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brassiere, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.</td>
<td></td>
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<tr>
<td></td>
<td>• Industry trends are considered in the product and service offer.</td>
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<tr>
<td>2</td>
<td>The candidate's work activities reflect those found in the situation being represented</td>
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<tr>
<td></td>
<td>• Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.</td>
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<tr>
<td></td>
<td>• Candidates are clear on their work activities and responsibilities.</td>
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</tr>
<tr>
<td>3</td>
<td>The RWE is operated in the same manner to as a real work situation</td>
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</tr>
<tr>
<td></td>
<td>• Customers are not prompted to behave in a particular manner.</td>
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<tr>
<td></td>
<td>• Customer feedback received is maintained and acted upon.</td>
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</tr>
</tbody>
</table>
The RWE is underpinned by commercial principles and responsibilities

- Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.
- There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.
- Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimizing wastage.
- Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description.
- Consumer information is provided on products and services eg allergy advice on food products.

**Annex C - Occupational Expertise of Assessors and Verifiers**

The requirements set out below relate to all assessors and verifiers. The only exception relates to in-house employees and managers that are not required to achieve the regulatory approved assessor and verifier units based on an arrangement as referred to in this assessment strategy.

**✓ = mandatory**

<table>
<thead>
<tr>
<th>Assessors and Internal Verifiers must:</th>
<th>Assessor</th>
<th>Internal Verifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessors and verifiers should:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. have had training in terms of good</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>assessment/verification practice,</td>
<td></td>
<td></td>
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<tr>
<td>operating the assessment tools and</td>
<td></td>
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<tr>
<td>grading</td>
<td></td>
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<tr>
<td>2. have the occupational knowledge of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the NOS/NVQ/VRQ and capability to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assess the apprentice at the required</td>
<td></td>
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</tr>
<tr>
<td>level</td>
<td></td>
<td></td>
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<tr>
<td>3. attend the required number of</td>
<td></td>
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<tr>
<td>standardisation and training events</td>
<td></td>
<td></td>
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<tr>
<td>per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a minimum a verifier should:</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>1. hold or be working towards a verifier qualification e.g. D34 / V1 / TAQA (IQA) or equivalent</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>As a minimum an assessor should:</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1. hold or be working towards an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assessor qualification e.g. D32, D33 /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1, A2 / TAQA or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have relevant occupational expertise</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>and knowledge, at the appropriate level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of the occupational area(s) they are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assessing and verifying, which has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>been gained through 'hands on'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>experience in the industry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adhere to the awarding body's</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>assessment requirements and practise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>standardised assessment principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adhere to the awarding organisation's</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
### Assessment Requirements and Practise Standardised Assessment Principles

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have sufficient resources to carry out the role of assessor or verifier, ie time and budget</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>Good Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold qualifications, or have undertaken training, that has legislative relevance to the NVQ/SVQ being assessed (See Annex E).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex F).

### Annex D - Qualifications and Training Relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People1st is not stipulating that assessors, verifiers or external verifiers must undertake and achieve specific qualifications; there is the option to either undertake appropriate training or an accredited qualification.

<table>
<thead>
<tr>
<th>Qualification / Training</th>
<th>NVQ/SVQ</th>
<th>A</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Safety</td>
<td>All sector NVQs/ SVQs</td>
<td>Yes</td>
<td>Good Practice</td>
</tr>
<tr>
<td>Food Safety</td>
<td>Food Processing and Cooking</td>
<td>Yes</td>
<td>Good Practice</td>
</tr>
<tr>
<td></td>
<td>Multi-Skilled Hospitality Services</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Cookery</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food and Drink Service</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hospitality Supervision and Leadership (with food and drink units)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Licensing</td>
<td>Food and Drink Service</td>
<td>Yes</td>
<td>Good Practice</td>
</tr>
<tr>
<td></td>
<td>Hospitality Supervision (with food and drink units)</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
The above states areas of training/qualifications needed for specific N/SVQs. People1st is not stating ‘which’ qualification assessors and verifiers should take, only the area in which they should be trained/qualified in.
Annex E - Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual’s performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

<table>
<thead>
<tr>
<th>Updating occupational expertise</th>
<th>Internal and external work placements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work experience and shadowing (eg within associated departments)</td>
</tr>
<tr>
<td></td>
<td>External visits to other organisations</td>
</tr>
<tr>
<td></td>
<td>Updated and new training and qualifications (<a href="http://www.uksp.co.uk">www.uksp.co.uk</a>)</td>
</tr>
<tr>
<td></td>
<td>Training sessions to update skills</td>
</tr>
<tr>
<td></td>
<td>Visits to educational establishments</td>
</tr>
<tr>
<td></td>
<td>Trade fairs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Keeping up to date with sector developments and new legislation</th>
<th>Relevant sector websites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Membership of professional bodies</td>
</tr>
<tr>
<td></td>
<td>Papers and documents on legislative change</td>
</tr>
<tr>
<td></td>
<td>Networking events</td>
</tr>
<tr>
<td></td>
<td>Seminars, conferences, workshops, membership of committees / working parties (eg People1st events)</td>
</tr>
<tr>
<td></td>
<td>Staff development days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standardising and best practice in assessment</th>
<th>Regular standardisation meetings with colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sharing best practice through internal meetings, news letters, email circulars</td>
</tr>
<tr>
<td></td>
<td>Comparison of assessment and verification in other sectors</td>
</tr>
<tr>
<td></td>
<td>Attending awarding body meetings/seminars</td>
</tr>
</tbody>
</table>

Downloadable guidance on CPD can be found at www.ifl.ac.uk
Appendix 3   Guidance on the use of Expert Witness

Introduction to Expert Witness Records

An Expert Witness is someone who is in a position to infer the learner’s consistent competence at work and provide the assessor with evidence to support the assessment process.

The approved Expert Witness will usually be the learner’s supervisor or manager in the workplace but could also be an experienced colleague or other approved assessor.

The Expert Witness does not make any assessment decisions and is not, therefore, required to achieve either of the A units. All assessment decisions that take into account evidence provided by an Expert Witness must be made by an assessor who is qualified with A1/D32/D33.

Requirements for Expert Witnesses

An Expert Witness should:
• be the candidate’s immediate supervisor or manager or other appropriate individual in the workplace
• work alongside the learner, preferably on a daily basis
• be technically competent in the units they are providing an expert opinion on
• understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on.

Using an Expert Witness to collect evidence

It is important to remember that having an Expert Witness does not eliminate the need for a competent assessor to be assigned to a learner.

The assessor must still observe the minimum number of ‘what you must do’ and ‘what you must cover’ items in each unit.

The Expert Witness can be used to infer consistent competency and/or fill in gaps within the assessment process to ensure a streamlined approach to assessment.

In all instances, the assessor is responsible for making the final assessment decision and for signing off each unit, once satisfied that there is sufficient evidence of the learner's competence.

When making assessment decisions, the assessor must take into account:
• their own observations and assessments of the candidate’s performance
• evidence collected by the Expert Witness and related to the ‘what you must do and what you must cover’
• evidence of underpinning knowledge that has been gathered by the assessor.
How to record an Expert Witness Record

In all instances where a learner’s assessment has been based in part on evidence collected via an Expert Witness, details of the witness involved must be provided in the learner’s Unit Record file. The information should be provided on the Expert Witness Testimony record. The purpose of including this form in the learner’s file is to make it clear to the internal and external verifiers that:

• an Expert Witness has been involved in the assessment process
• the Expert Witness is suitably qualified to carry out that role.

The form will also record an example of the witness’s signature, so that their involvement in the portfolio can be easily identified throughout.

Expert Witness testimonies can be recorded in a variety of ways:

• digital voice recording
• written record
• verbally given by the witness and written summary by the assessor – including a signed declaration by the witness

Verification of Expert Witness Testimonies

When planning the internal verification sampling strategy the internal verifier should include a sample of a range of different expert witnesses. The sample should include:

• records of the expert witness CV’s/competence
• the assessed witness records
• interviewing of expert witnesses.
• learners questioning about the involvement of the Expert Witness within their portfolio.

A similar process will be carried out by the external verifier during verification visits to the centre.

Using Expert Witness Testimonies in your centre

You must ensure the Expert Witness meets the requirements of People 1st Assessment Strategy. You will need to complete an Expert Witness Nomination Form for each Witness and hold a copy of this within your centre record files. The External Verifier will include these within their centre sample.
Expert Witness Nomination Form

Centre Details

Centre contact name

Centre name

Centre approval number

Expert Witness Details

Name

Position

Workplace name

Workplace address

Street:

Town:

County:

Postcode: Tel no:

Expert Witness status

(please tick) new witness □ update to current □ delete from approval □

witness details
To be completed by the Assessor

As the learner’s assessor, I confirm that the Expert Witness above meets requirements of People 1st Assessment Strategy 9th December 2009 Version 1 and City & Guilds requirements:

- is technically competent in the units they are providing an expert opinion on
- works with the candidate on a regular basis
- has a thorough understanding of the units they are providing an expert opinion on
- has been fully briefed on their role as an Expert Witness, including the limits of their responsibility and City & Guilds evidence recording requirements.

Please provide evidence of the proposed Expert Witness’s technical competence in all of the areas that they will be providing an expert opinion. You may provide a copy of their Curriculum Vitae if you prefer.

Assessor's signature

__________________________________________ Date ________________

Witness's signature

__________________________________________ Date ________________
Appendix 4  Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications include opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).

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

Core Skills (Scotland only)

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In many cases, candidates undertaking the qualifications will already have a Core Skills Profile from previous qualifications, eg some Standard Grade and other National Qualifications allow Automatic Core Skills certification.
Appendix 5  Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:
1. The centre and qualification approval process and forms
2. Assessment, verification and examination roles at the centre
3. Registration and certification of candidates
4. Non-compliance
5. Complaints and appeals
6. Equal opportunities
7. Data protection
8. Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:
- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

The centre homepage section of the City & Guilds website also contains useful information such on such things as:
- Walled Garden
  Find out how to register and certificate candidates online
- Qualifications and Credit Framework (QCF)
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- Events
  Contains dates and information on the latest Centre events
- Online assessment
  Contains information on how to register for GOLA assessments.
### Useful contacts

<table>
<thead>
<tr>
<th>Type</th>
<th>Contact</th>
<th>Query</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK learners</td>
<td>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
<td>• General qualification information</td>
</tr>
<tr>
<td>International learners</td>
<td>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
<td>• General qualification information</td>
</tr>
<tr>
<td>Centres</td>
<td>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
<td>• Exam entries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Registrations/enrolment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Certificates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Invoices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Missing or late exam materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nominal roll reports</td>
</tr>
<tr>
<td>Single subject qualifications</td>
<td>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
<td>• Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam entries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Certification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Missing or late exam materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Incorrect exam papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forms request (BB, results entry)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam date and time change</td>
</tr>
<tr>
<td>International awards</td>
<td>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></td>
<td>• Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Entries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enrolments</td>
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<td></td>
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<td>• Invoices</td>
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<tr>
<td></td>
<td></td>
<td>• Missing or late exam materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nominal roll reports</td>
</tr>
<tr>
<td>Walled Garden</td>
<td>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></td>
<td>• Re-issue of password or username</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technical problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Entries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Results</td>
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<td></td>
<td>• GOLA</td>
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<tr>
<td></td>
<td></td>
<td>• Navigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• User/menu option problems</td>
</tr>
<tr>
<td>Employer</td>
<td>E: <a href="mailto:business_unit@cityandguilds.com">business_unit@cityandguilds.com</a></td>
<td>• Employer solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mapping</td>
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<tr>
<td></td>
<td></td>
<td>• Accreditation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Development Skills</td>
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<tr>
<td></td>
<td></td>
<td>• Consultancy</td>
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<tr>
<td>Publications</td>
<td></td>
<td>• Logbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Centre documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Free literature</td>
</tr>
</tbody>
</table>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com