SVQ3 in Professional Cookery at SCQF Level 6 (7140-06)

Qualification handbook for centres – Level 6 units

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SVQ3 in Professional Cookery at SCQF Level 6 (7140-06)

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Qualification title	Number	QAN
SVQ 3 in Professional Cookery (Preparation and Cooking) at SCQF Level 6	7140-06	GA0R 23
SVQ 3 in Professional Cookery at SCQF Level 6	7140-06	GA0P 23
SVQ 3 in Professional Cookery (Patisserie and Confectionery) at SCQF Level 6	7140-06	GA0T 23

Version and date	Change detail	Section
1.2 July 2012	Core skills signposting added	Appendix 3
1.3 March 2013	Unit 355/56 correct unit detail added	Unit

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Availability of units

The Level 6 units for these qualifications follow. Units for Level 5 can be found in the SVQ2 in Hospitality and Catering at SCQF Level 5 qualification handbook.

Summary of units

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355	Prepare, cook and finish complex cold desserts	3FPC13	3	6
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Unit 302　　Develop productive working relationships with colleagues (HSL2)

What is this unit about?

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 at a similar position or in other positions.

To cover this unit you also need to provide evidence for the associated underpinning behaviour shown at the bottom of the next page.

Unit 302 Develop productive working relationships with colleagues (HSL2)Error! Not a valid bookmark self-reference.

What you have to do

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.

Behaviours which underpin Effective Performance

a) You present information clearly, concisely, accurately and in ways that promote understanding.

b) You seek to understand people's needs and motivations.

c) You make time available to support others.

d) You clearly agree what is expected of others and hold them to account.

e) You work to develop an atmosphere of professionalism and mutual support.

f) You model behaviour that shows respect, helpfulness and co-operation.

g) You keep promises and honour

What you have to know

General knowledge and understanding

K1. The benefits of developing productive working relationships with colleagues.

K2. Principles of effective communication and how to apply them in order to communicate effectively with colleagues.

K3. How to identify disagreements with colleagues and the techniques for sorting them out.

K4. How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them.

K5. How to take account of diversity issues when developing working relationships with colleagues.

K6. The importance of exchanging information and resources with colleagues.

K7. How to get and make use of feedback on your performance from colleagues.

K8. How to provide colleagues with useful feedback on their performance.

Industry/sector specific knowledge and understanding

K9. Regulations and codes of practice that apply in the Industry or sector.

K10. Standards of behaviour and performance in the industry or sector.

K11. Working culture of the industry or sector.

Context specific knowledge and understanding

K12. Current and future work being carried out.

K13. Colleagues who are relevant to the work being carried out, their work roles and responsibilities.

K14. Processes within the organisation for making decisions.

K15. Line management responsibilities and relationships within the organisation.

K16. The organisation's values and culture.

commitments.

What you have to do (cont)

h) You consider the impact of your own actions on others.

i) You say no to unreasonable requests.

j) You show respect for the views and actions of others.

What you have to know (cont)

K17. Power, influence and politics within the organisation.

K18. Standards of behaviour and performance expected in the organisation.

K19. Information and resources that different colleagues might need.

K20. Agreements with colleagues.

Unit 303   Contribute to the control of resources (HSL3)

What is this unit about?

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.

Unit 303   Contribute to the control of resources (HSL3)

What you have to do

1. Identify the resources available to you.

2. Identify the resources you need for your work and follow the correct procedures for obtaining them.

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 you need to use them.

5. Make sure equipment and materials are correctly stored and maintained.

6. Encourage your colleagues to make efficient use of resources and to minimise waste.

7. Monitor the use of resources in your area of responsibility.

8. Make sure that resources are used effectively, efficiently and in line with organisational and legal requirements.

9. Identify ways of making better use of resources and action or pass on the information according to your organisational requirements.

10. Keep your records about resources up-to-date, accurate and in the specified place.

Behaviours which underpin Effective Performance

a) You make best use of available resources and proactively seek new sources of support when necessary.

b) You prioritise objectives and plan work to make the best use of time and resources.

c) You recognise changes in circumstances promptly and adjust plans and activities accordingly

d) You take personal responsibility for making things happen.

What you have to know

General knowledge & understanding

K1. The equipment, colleagues and supplies that are used in your area of responsibility.

K2. How to check the resources that are currently available to you and make sure they are suitable for the work you have to carry out.

K3. The importance of working within agreed spending limits.

K4. Procedures that need to be followed if you need to go beyond agreed spending limits.

K5. A basic awareness of the cost of the resources you use and the organisation's financial targets.

K6. A basic awareness of the impact that using some resources can have on the environment.

K7. Your organisation's policies for ordering, using resources, controlling waste and recycling.

K8. The health and safety requirements for the resources that you are responsible for.

K9. How to ensure that the resources that you are responsible for are stored and handled correctly, safely, securely as appropriate.

K10. Who the organisation's regular suppliers are.

K11. Who is responsible for ordering supplies.

K12. What the normal consumption levels are.

K13. How to work out what resources you will need for your work.

K14. How to collect information on resources that are available to you.

K15. The correct procedures to follow to obtain required resources.

K16. How to store resources.

K17. The appropriate lifting methods/techniques for moving resources.

What you have to know (cont)

K18. Why it is important to get management approval when you need to go beyond your agreed spending limits and how to do so.

K19. What records on the use of resources are required by your organisation.

K20. The advantages of using computerised stock control systems.

K21. How to count, check and monitor the use of resources and why this is important.

K22. The importance of keeping waste to a minimum and how to do so.

K23. How to encourage efficient use of resources for the benefit of your organisation and the wider environment.

K24. How to motivate others to use resources efficiently.

K25. How to present recommendations to decision makers.

Unit 304   Maintain the health, hygiene, safety and security of the working environment (HSL4)

What is this unit about?

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

Unit 304   Maintain the health, hygiene, safety and security of the working environment (HSL4)

What you have to do

1. Make sure that you have information on health, hygiene, safety and security procedures that apply to your area of responsibility.

2. Make sure colleagues have relevant information on health, hygiene, safety and security issues within your area of responsibility.

3. Make colleagues aware of the importance of following health, hygiene, safety and security procedures.

4. Check that colleagues follow the health, hygiene, safety and security procedures that apply to your area of responsibility.

5. Monitor your area of responsibility for risks to health, hygiene, safety and security.

6. Deal with risks and accidents promptly, following organisational procedures and legal requirements for safeguarding customers and staff.

7. Record or report risks and any health, hygiene, safety or security action that you have taken according to your organisational procedures.

8. Pass on information relating to how procedures are working and how they can be improved with regards to identified health, hygiene, safety and security risks.

Behaviours which underpin Effective Performance

a) You respond quickly to crises and problems with a proposed course of action.

b) You identify people's information needs.

c) You make appropriate information and knowledge available promptly to those who need it and have a right to it.

What you have to know

General knowledge & understanding

K1. Your responsibilities for health, hygiene, safety, and security.

K2. The main areas of health, hygiene, safety law and regulations that affect the work for which you are responsible

K3. The statutory authorities that enforce these health, hygiene, and safety laws and regulations.

K4. Your organisation's health, hygiene, safety and security procedures that are relevant to your work.

K5. The implications of breaking the law on health, hygiene and safety both for you and your organisation.

K6. The person who is responsible for first aid, health, hygiene, safety and security in your organisation and their responsibilities.

K7. Your responsibilities for the health, hygiene, safety, and security of permanent and temporary staff and the importance of making sure they are aware of relevant procedures.

K8. How to communicate with colleagues on issues to do with health, hygiene, safety, and security.

K9. The types of information about health, hygiene, safety and security that you should record and store.

K10. The procedures you should follow to record and store information about health, hygiene, safety and security.

K11. Other people and organisations that need to have access to your information about health, hygiene, safety and security.

K12. The information on health, hygiene, safety and security you might have to give to external authorities.

K13. The procedures you should follow to make recommendations about health, hygiene, safety and security and to whom you should make them.

What you have to do (cont)

d) You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

e) You are vigilant for possible risks and hazards.

f) You take personal responsibility for making things happen.

g) You identify the implications or consequences of a situation.

h) You act within the limits of your authority.

i) You constantly seek to improve performance.

What you have to know (cont)

K14. Your organisation's emergency procedures.

K15. How to identify report or deal with faults with the equipment you are responsible for.

K16. The limits of your authority when directly dealing with risks and hazards – what you can do yourself and what you need to report.

K17. How to develop contingency plans that will reduce the impact of any health, hygiene, safety and security problems that occur.

K18. How to monitor your area of responsibility to make sure you maintain the health, hygiene, safety and security of employees, customers and other members of the public.

K19. How frequently you should carry out health, hygiene, safety and security inspections.

K20. The typical health, hygiene, safety and security hazards that exist, or may exist, in your area of responsibility.

K21. How to assess the risks associated with these hazards.

K22. How to eliminate or minimise the risk associated with typical health, hygiene, safety and security hazards.

K23. What to do in the event of an emergency, including: (i) bomb alert, (ii) fire.

K24. Evacuation procedures that relate to you and your staff in the area of work.

Unit 309   Contribute to the development of recipes and menus (HSL9)

What is this unit about?

This unit is about developing or new menu items. It involves research, implementation and review.

Unit 309   Contribute to the development of recipes and menus (HSL9)

What you have to do

1. Take account of food combinations, flavours and dietary requirements when introducing new recipe and menu suggestions.

2. Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities.

3. Identify suitable suppliers or supply sources

4. Identify methods of presenting, holding and distributing the product.

5. Cost recipe suggestions and take account of available resources.

6. Register and pass on relevant information about the suitability of the new menu item according to organisational systems in your place of work.

7. Offer suggestions on menu layout and presentation

8. Introduce recipe suggestions in accordance with the style and policy of your organisation, available resources and the expectations and standards of your customers.

9. Make sure staff have the information, skills and resources required to support the introduction of the new menu item, according to the individual jobs that they do.

10. Collect and take account of feedback from staff and customers.

Behaviour underpinning effective performance

a) You develop and monitor products that are sustainable over the medium and long term
b) You identify and work with people and organisations that can provide support for your work
c) You make best use of existing sources of information
d) You check the validity and reliability of information
e) You recognise the opportunities presented by the diversity of people

What you have to know

K1. What the existing style and policy of your organisation is in relation to recipes and menus

K2. How location and styles of operation can affect proposed menu items

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

K4. Current government guidelines for healthy eating and how to stay abreast of this information

K5. The types, combinations and proportions of ingredients that make up a healthy dish and how to select them

K6. The nutritional benefits of minimising the fat, sugar and salt content of dishes

K7. The nutritional benefits of starchy foods, fruit, vegetables and pulses

K8. Healthier flavourings that can be used as alternatives to salt and sugar

K9. The affect supplier choice can have on food quality and how to identify and assess suitability of suppliers or supply sources

K10. Who to consult to gain feedback on proposed recipes

K11. How to carry out and evaluate test runs of recipes

K12. How to record information relating to proposed recipes

K13. Who to make records of proposed recipes available to

K14. What quality standards are required for each recipe item you are considering including

K15. How to assess the quality of potential ingredients

K16. How available equipment can affect the production of food items

K17. The factors that need to be considered in identifying presentation, holding and distribution methods

K18. How to cost proposed recipes and work out gross profit

What you have to do (cont)

f) You present information clearly, concisely, accurately and in ways that promote understanding
g) You keep people informed of plans and developments

What you have to know (cont)

K19. What lead times are required by your organisation for the implementation of new menu items

K20. Why staff skills should be assessed prior to proposing new recipes and menu items

K21. What training may be needed to support the implementation of new menu items

K22. How to brief your staff on new menu items and implementation plans

K23. How to gain feedback from your staff on operational problems which may arise

K24. How to estimate lead times for the preparation of new menu items

K25. How to allocate resources to your staff to enable them to implement new menu items

K26. Why measures should be closely monitored when introducing new items

K27. Why it is important to gain feedback from customers on new items and ways of doing this

Unit 330　　Ensure food safety practices are followed　in the preparation and serving of food and drink (HS30)

What is this unit about?

This unit describes the competence required to ensure that appropriate food safety practices and procedures are followed in the preparation and serving of food and drink. The unit is designed for anyone who supervises the preparation and delivery of food and/or drink to consumers.

Unit 330 Ensure food safety practices are followed in the preparation and serving of food and drink (HS30)

What you have to do

1. Make sure you have relevant information about food safety procedures and are interpreting your responsibilities correctly
2. Make sure that good hygiene practices are in place
3. Carry out your own responsibilities for the implementation of food safety procedures
4. Provide feedback to the person responsible for your organisation's food safety procedures on their effectiveness
5. Monitor and be constantly alert to the possibility of food safety hazards in your area of responsibility
6. Identify indicators of potential sources of food safety hazards
7. Identify food safety hazards and appropriate control measures
8. Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible

Behaviours underpinning effective performance

a) You identify people's information needs
b) you present information clearly, concisely, accurately and in ways that promote understanding
c) You clearly agree what is expected of others and hold them to account
d) You are vigilant for possible hazards
e) You identify the implications or consequences of a situation
f) You confront performance issues and resolve them directly with the people involved
g) you give people opportunities to provide feedback and you respond appropriately
h) you reflect regularly on your own and others' experiences, and use these to inform future action

What you have to know

K1. The importance of having food safety procedures
K2. The types of food safety hazards (microbiological, physical, chemical and allergenic)
K3. 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)
K4. The significant food safety hazards in your workplace
K5. The conditions that affect microbial growth
K6. The principal methods of controlling significant food safety hazards
K7. The current food safety legislation requirements affecting your responsibilities
K8. Your responsibilities under your organisation's food safety procedures and how to implement these including: *a) helping to check the procedures; b) assisting with hazard analysis c) allocating and supervising food safety responsibilities d) identifying and meeting staff training needs; e) reporting to management f) ensuring the proper application and monitoring of control measures g) monitoring of control measures h) ensuring corrective action is taken when control measures fail i) following recording procedures*
K9. The range of good hygiene practices relevant to your work and why they are important including: *a) premises workplace design/layout; b) pest control measures c) surface cleaning methods and wash-up; d) temperature control during delivery, storage, preparation, cooking, cooling, re-heating, holding and service; e) waste disposal f) protective clothing; g) prevention of cross contamination h) personal hygiene practices; treatment of cuts, abrasions, septic wounds and protection of food j) avoidance of gastric illness; k) equipment and facilities*

What you have to do (cont)

i) you check individual's commitment to their roles in a specific course of action

j) you use cost-effective, time-effective and ethical means to gather, store and retrieve information

k) You make best use of available resources and proactively seek new sources of support when necessary

What you have to know (cont)

K10. The basic principles of good workplace design and layout

K11. The dangers of pest infestation and effective control measures

K12. Effective equipment and surface cleaning methods and why these are important

K13. The importance of food temperature control

K14. Temperature levels and controls for the types of food you are responsible for during: delivery; storage; preparation; cooking; cooling and reheating; holding and service

K15. The importance of hygienic and effective waste disposal and the correct methods to control waste

K16. The dangers of cross-contamination and methods you can use to eliminate these for any type of food safety hazard

K17. Personal hygiene practices that your 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

K18. How to communicate responsibilities for food safety procedures to staff and make sure they understand these

K19. How to ensure that staff receive appropriate training to meet their food safety responsibilities according to your level of responsibility and autonomy

K20. The types of failures that may occur with control measures and the corrective actions to take for these

K21. The importance of providing feedback to the person responsible for the food safety procedures and the types of issues you should communicate

K22. The importance of being constantly alert to the possibility of food safety hazards in your area of responsibility and how to look out for these

K23. Common examples of food safety hazards in the following groups: microbiological; physical; chemical; allergenic

K24. The indicators of food safety hazards in your area of responsibility (e.g. food spoilage, temperature controls, condition of premises)

K25. The control measures appropriate to these indicators of food safety hazards

K26. The importance of contributing to the evaluation of the food safety procedures

Unit 332 Prepare fish for complex dishes (3FP1)

What is this unit about?

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

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

The fish covered by the unit are:

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

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

Unit 332 (3FP1) Prepare fish for complex dishes

What you have to do	**What you have to know**
To meet the national standard you must:	K1. The approximate yields of prepared fish
1. select the type and quantity of fish needed for the dish	K2. How to control portions to minimize waste
2. check the fish to make sure it meets quality standards	K3. Suitable cuts for each type of fish
3. select and use the tools and equipment correctly	K4. The main characteristics of each type of fish
4. prepare the fish to maintain its quality and meet the requirements of the dish	K5. The nutritional values of each type of fish
5. safely store any prepared fish not for immediate use	K6. Preparation methods for different complex fish dishes
	K7. How to select the correct type, quality and quantity of fish to meet dish requirements

What you must cover:

1. Fish
a) White fish - round
b) White fish - flat
c) Oily fish
d) Exotic fish

2. Prepare by:
a) Gutting
b) Filleting
c) Cutting
   - darne
   - goujons
   - plait
   - paupiette
   - supreme
   - tronçon
d) Trimming
e) Skinning
f) Marinating
g) Coating
h) Topping (for example with herb crust)
i) Covering (for example, en croûte)

K8. What quality points to look for in fresh fish: flat, round oily, and exotic

K9. What you should do if there are problems with the fish or other ingredients

K10. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation methods: gutting, filleting, cutting (darne, goujons, plait, paupiette, suprême and tronçon), cold smoking, trimming, skinning, portioning, marinating, coating, topping and covering

K11. How to carry out the following preparation methods correctly: gutting, filleting, cutting (darne, goujons, plait, paupiette, suprême   and tronçon), cold smoking, trimming, skinning, portioning, marinating, coating, topping and covering

K12. How to store prepared fish

K13. Healthy eating options when preparing fish for complex dishes

Unit 333 Prepare shellfish for complex dishes (3FP2)

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

* trimming
* shelling
* washing
* marinating
* coating
* blending
* cutting

The fish covered by the unit are:

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

Unit 333   Prepare shellfish for complex dishes (3FP2)

What you have to do

To meet the national standard you must:

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 and use the tools and equipment 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

What you have to know

K1. How to select the correct type, quality and quantity of shellfish to meet dish requirements
K2. What quality points to look for in fresh shellfish: oysters, crabs, prawns/shrimps, langoustines, lobster/crawfish, crayfish, scampi/Dublin Bay prawns, mussels, scallops, cockles/clams
K3. How to detect live shellfish
K4. What you should do if there are problems with the shellfish
K5. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation methods: trimming, shelling, washing, marinating, coating, blending, cutting and storage.
K6. How to carry out the following preparation methods correctly: trimming, shelling, washing, coating, blending, cutting and storage.
K7. How to control portions and minimize waste
K8. The approximate yields of prepared shellfish
K9. The most suitable preparation methods for each type of shellfish
K10. How to store prepared shellfish
K11. Healthy eating options when preparing shellfish for complex dishes

Unit 334 Prepare meat for complex dishes (3FP3)

What is this unit about?

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

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

The types of meat covered by the unit are:

- red meat
- white meat

Unit 334   Prepare meat for complex dishes (3FP3)

What you have to do

To meet the national standard you must:

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. Choose and use tools and equipment 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/Marinating

What you have to know

1. How to select the correct type, cut, quality and quantity of meat to meet dish requirements
2. What quality points to look for in fresh meat: red meat, white meat
3. What you should do if there are problems with the meat or other ingredients
4. The correct tools and equipment to carry out the following preparation methods: boning, trimming, rolling, tenderising, chining, tying, larding/barding, portioning by weight, portioning for dish, slicing, mincing, seasoning/marinating
5. How to carry out the following preparation methods correctly: boning, trimming, rolling, tenderising, chining, tying, larding/barding, portioning by weight, portioning for dish, slicing, mincing, seasoning/marinating
6. How to control portions and minimise waste
7. The approximate yields of prepared meat and how to make use of by-products
8. The main characteristics of the different types of meat dishes
9. The current trends in relation to preparing meat dishes for cooking
10. The nutritional value of meat
11. Healthy eating options when preparing meat for complex dishes
12. How to store prepared meat.

Unit 335   Prepare poultry for complex dishes (3FP4)

What is this unit about?

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

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

The poultry covered by the unit are:

- duck
- guinea fowl
- goose
- chicken
- turkey

Unit 335   Prepare poultry for complex dishes (3FP4)

What you have to do

To meet the national standard you must:
1. Select the type and quantity of poultry needed for the dish
2. Check the poultry to make sure it meets quality standards
3. Choose and use the correct techniques, tools and equipment
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

2. Prepare by:
    a) Checking and preparing the cavity
    b) Boning
    c) Seasoning
    d) Marinating
    e) Trimming
    f) Cutting
    g) Ballottine
    h) Blending
    i) Sieving
    j) Stuffing/filling
    k) Tying/trussing

What you have to know

K1. How to select the correct type, quality and quantity of poultry to meet dish requirements
K2. What quality points to look for in fresh poultry: duck, guinea fowl, goose, chicken and turkey
K3. What you should do if there are problems with the poultry or other ingredients
K4. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation methods: checking and preparing the cavity, boning, seasoning, marinating, trimming, cutting, Ballottine blending, sieving, stuffing and filling, tying/trussing
K5. How to carry out the following preparation methods correctly: checking and preparing the cavity, boning, seasoning, marinating, trimming, cutting, Ballottine, blending, sieving, stuffing and filling, tying/trussing
K6. The approximate yields of prepared poultry
K7. How to control portions and minimize waste
K8. The main characteristics of the different types of poultry dishes
K9. The nutritional value of poultry
K10 How to store prepared poultry
K11 Healthy eating options when preparing poultry for complex dishes

Unit 336   Prepare game for complex dishes (3FP5)

What is this unit about?

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

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

The preparation methods are:

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

The game covered by the unit are:

- in fur
- in feather

Unit 336   Prepare game for complex dishes (3FP5)

What you have to do

To meet the national standard you must:
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 and use tools and equipment 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
   l) Stuffing/filling
   m) Tunnelling (bones)
   n) Chining
   o) Ballotine

What you have to know

K1. How to select the correct type, quality and quantity of game to meet dish requirements
K2. How to control portions and minimise waste
K3. The approximate yields of prepared game
K4. What quality points to look for in fresh game: in feather, in fur
K5. What you should do if there are problems with the game or other ingredients
K6. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation methods: skinning, plucking, washing, seasoning, marinating, trimming, cutting (portion and dice), stuffing and filling, tunnelling (bones), chining, drawing, hanging, Ballotine.
K7. How to carry out the following preparation methods correctly: skinning, plucking, washing, seasoning, marinating, trimming, cutting (portion and dice), stuffing and filling, tunnelling (bones), chining, drawing, hanging, Ballotine.
K8. The main characteristics of different types of game
K9. The current trends in relation to preparing complex game dishes
K10. How to store prepared game
K11. Healthy eating options when preparing game for complex dishes.

Unit 337   Cook and finish complex fish dishes (3FC1)

What is this unit about?

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

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

The fish covered by the unit are:

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

The cooking methods covered include:

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

The finishing methods covered include:

- garnishing
- glazing
- presentation

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

Unit 337   Cook and finish complex fish dishes (3FC1)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of fish needed for the dish
2. Check the fish to make sure it meets quality standards
3. Choose and use tools and equipment correctly
4. Combine the fish with other ingredients
5. Cook the fish to meet the requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity
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 any cooked fish not for immediate use

What you must cover:

1. Fish
a) White fish – round
b) White fish – flat
c) Oily
2. Cooking by:
a) Frying
- deep
- shallow
b) Grilling
c) En papillotte
d) Baking
e) Steaming
f) Poaching
a. deep
b. shallow
c. combining cooking methods
3. Finishing by:
a) Coating with a sauce
b) Dressing
c) Garnishing

What you have to know

K1. How to select the correct type, quality and quantity of fish to meet dish requirements
K2. What quality points to look for in fish: white fish (round), white fish (flat), oily and exotic
K3. What you should do if there are problems with the fish or other ingredients
K4. What the correct tools and equipment are and the reasons for using them when carrying out the following cooking methods: frying (deep and shallow), grilling, en papillote, baking, steaming, poaching (deep and shallow) and combining cooking methods.
K5. How to combine fish with other ingredients to create a complex and balanced dish
K6. How to carry out the following cooking methods according to dish requirements: frying (deep and shallow), grilling, en papillote, baking, steaming, poaching (deep and shallow) and combining cooking methods
K7. The correct temperatures for cooking fish: white round, white flat, oily and exotic; and why these temperatures are important
K8. The appropriate garnishes, dressing, sauces and glazes for a range of complex fish dishes
K9. How to minimise and correct common faults in complex fish dishes
K10. How to adjust the flavour, consistency and colour of the complex fish dish
K11. The current trends and methodologies in relation to cooking and finishing complex fish dishes
K12. The correct temperatures for holding and serving complex fish dishes
K13. How to store complex fish dishes

K14. Healthy eating options when cooking and finishing fish dishes

Unit 338   Cook and finish complex shellfish dishes (3FC2)

What is this unit about?

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

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

The shellfish covered by the unit are:

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

The cooking techniques covered include:

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

The finishing methods covered include:

- garnishing
- dressing
- saucing
- presentation

Unit 338 Cook and finish complex shellfish dishes (3FC2)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of shellfish needed for the dish
2. Check the shellfish to make sure it meets quality standards
3. Choose and use tools and equipment correctly
4. Combine the shellfish with other ingredients
5. Cook the shellfish to meet the requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity
7. Garnish, dress, sauce and present the dish to meet requirements
8. Make sure the dish is at the correct temperature for holding and serving
9. Safely store any cooked shellfish not for immediate use

What you must cover:

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

What you have to know

K1. How to select the correct type, quality and quantity of shellfish to meet dish requirements
K2. What quality points to look for in shellfish: oysters, crabs, prawns/shrimps, langoustines, lobster/crawfish, crayfish, scampi/Dublin Bay prawns, mussels, scallops, cockles (fresh)/clams
K3. What you should do if there are problems with the shellfish or other ingredients
K4. What the correct tools and equipment are and the reasons for using them when carrying out the following cooking methods: boiling, steaming, stewing, sautéing, frying (deep and shallow), grilling, baking, en papillote and combining cooking methods
K5. How to combine shellfish with other ingredients to create a complex and balanced dish
K6. How to carry out the following cooking methods according to dish requirements: boiling, steaming, stewing, sautéing, frying (deep and shallow), grilling, baking, en papillote and combining cooking methods
K7. The correct temperatures for cooking shellfish: oysters, crabs, prawns/shrimps, langoustines, lobster/crawfish, scampi/Dublin Bay prawns, mussels, scallops, cockles (fresh)
K8. How to adjust the flavour, consistency and colour of the complex shellfish dish
K9. How to minimise and correct common faults in complex shellfish dishes
K10. The appropriate garnishes, dressings, sauces and glazes to accompany complex shellfish dishes
K11. The correct temperatures for holding and serving shellfish dishes
K12. How to store complex shellfish dishes

K13. Healthy eating options when cooking and
finishing shellfish dishes

Unit 339 Cook and finish complex meat dishes (3FC3)

What is this unit about?

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

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

The types of meat covered by the unit are:

- red
- white

The cooking techniques covered include:

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

The finishing methods covered include:

- garnishing
- presentation

Unit 339   Cook and finish complex meat dishes (3FC3)

What you have to do

To meet the national standard you must:

1. Select the type, cut and quantity of meat and other ingredients needed for the dish
2. Check the meat to make sure it meets quality standards
3. Choose and use tools and equipment correctly
4. Combine the meat with other ingredients
5. Cook the meat for the requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity
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 any cooked meat not for immediate use

What you must cover:

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

What you have to know

K1. How to select the correct type, quality and quantity of meat for dish requirements
K2. What quality points to look for in red meat
K3. What quality points to look for in white meat
K4. What you should do if there are problems with the meat or other ingredients
K5. What the correct tools and equipment are and the reasons for using them when carrying out the following cooking methods: grilling (over and under fire), frying (deep, shallow and stir), boiling, braising, steaming, stewing, roasting, pot roasting, combining cooking methods
K6. How to combine meat with other ingredients to create a complex and balanced dish
K7. How to carry out the following cooking methods according to dish requirements: grilling (over and under fire), frying (deep, shallow and stir), boiling, braising, steaming, stewing, roasting, pot roasting, combining cooking methods
K8. The correct temperatures for cooking red and white meat using all the methods listed above
K9. How to check that meat is cooked correctly
K10. How to minimise and correct common faults in complex meat dishes
K11. How to adjust the flavour, consistency and colour of the complex meat dish
K12. The appropriate garnishes, dressings, sauces and glazes for various complex meat dishes

K13. The correct temperatures for holding and serving complex meat dishes

K14. How to store complex meat dishes

K15. Healthy eating options when cooking and finishing meat dishes

Unit 340   Cook and finish complex poultry dishes (3FC4)

What is this unit about?
This unit is about cooking and finishing complex poultry dishes, for example:
- mousse
- timbale
- ballotine
- quenelles
- soufflé

The poultry covered by the unit are:
- duck
- guinea fowl
- goose
- chicken
- turkey

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

The finishing methods covered include:
- garnishing
- presentation

Unit 340   Cook and finish complex poultry dishes (3FC4)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of poultry needed for the dish
2. Check the poultry to make sure it meets quality standards
3. Choose and use tools and equipment correctly
4. Combine the poultry with other ingredients
5. Cook the poultry to meet the requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity
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 any cooked poultry not for immediate use

What you must cover:

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)
   h) Baking
   i) Steaming
   j) En papillotte
   k) Combining cooking methods

What you have to know

K1. How to select the correct type, quality and quantity of poultry and other ingredients to meet dish requirements

K2. What quality points to look for in poultry: duck, guinea fowl, goose, chicken, turkey

K3. What you should do if there are problems with the poultry or other ingredients

K4. What the correct tools and equipment are and the reasons for using them when carrying out the following cooking methods: grilling, griddling, sautéing, roasting, poaching, pot roasting, frying (stir, deep and shallow), baking, steaming, en papillote, combining cooking methods

K5. How to combine poultry with other ingredients to create a complex and balanced dish

K6. How to carry out the following cooking methods according to dish requirements: grilling, griddling, sautéing, roasting, poaching, pot roasting, frying (stir, deep and shallow), baking, steaming, en papillote, combining cooking methods

K7. The correct temperatures for cooking poultry: duck, guinea fowl, goose, chicken, turkey

K8. The cooking methods appropriate to each type of poultry

K9. How to check that poultry is cooked to the correct extent

K10. How to minimise and correct common faults in complex poultry dishes

K11. How to adjust the flavour, consistency and colour of the complex poultry dish

K12. The appropriate garnishes, dressings, sauces and glazes for various complex poultry dishes

K13. The correct temperatures for holding and serving complex poultry dishes

K14. How to store complex poultry dishes

K15. Healthy eating options when cooking and finishing complex poultry dishes

Unit 341   Cook and finish complex game dishes (3FC5)

What is this unit about?

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

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

The types of game covered by the unit are:

- furred
- feathered

The cooking techniques covered include:

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

The finishing methods covered include:

- garnishing
- presentation

Unit 341   Cook and finish complex game dishes (3FC5)

What you have to do

To meet the national standard you must:
1. Select the type and quantity of game needed for the dish
2. Check the game to make sure it meets quality standards
3. Choose and use tools and equipment correctly
4. Combine the game with other ingredients
5. Cook the game to meet the requirements of the dish
6. Make sure the dish has the correct flavour, colour, consistency and quantity
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 any cooked game not for immediate use

What you must cover:

1. Game
   a) Furred
   b) Feathered

2. Cooking by:
   a) Sautéing
   b) Roasting
   c) Pot roasting
   d) Braising
   e) Stewing
   f) Combining cooking methods

What you have to know

K1. How to select the correct type, quality and quantity of game to meet dish requirements
K2. What quality points to look for in game: furred and feathered
K3. What you should do if there are problems with the game or other ingredients
K4. What the correct tools and equipment are and the reasons for using them when carrying out the following cooking methods: sautéing, roasting, braising, pot roasting, stewing, combining cooking methods
K5. How to combine game with other ingredients to create a complex and balanced dish
K6. How to carry out the following cooking methods according to dish requirements: sautéing, roasting, braising, pot roasting, stewing, combining cooking methods
K7. The correct temperatures for cooking game: furred and feathered
K8. Current trends in relation to game dishes
K9. Which cooking methods are appropriate to each type of game
K10. How to minimise and correct common faults in complex game dishes
K11. How to adjust the flavour, colour and consistency for a complex game dish
K12. The appropriate garnishes, dressings, sauces and glazes to accompany complex game dishes
K13. The appropriate degree of cooking required for each type of complex game dish
K14. The correct temperatures for holding and serving complex game dishes

K15. How to store complex game dishes

K16. Healthy eating options when cooking and finishing complex game dishes

Unit 342   Cook and finish complex vegetable dishes (3FC6)

What is this unit about?

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

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

The types of vegetables covered by the unit are:

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

The cooking techniques covered include:

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

Unit 342 Cook and finish complex vegetable dishes (3FC6)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of vegetables needed for the dish
2. Check the vegetables to make sure it meets quality standards
3. Choose and use tools and equipment correctly
4. Combine the vegetables with other ingredients
5. Cook the vegetables and other ingredients to meet the requirements of the dish
6. Make sure the dish has the correct flavour, consistency and quantity
7. Finish the dish to meet requirements
8. Make sure the dish is at the correct temperature for holding and serving
9. Safely store any items not for immediate use

What you must cover:

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
e) Grilling
f) Braising
g) Frying (deep, shallow, stir)

What you have to know

K1. How to select the correct type, quality and quantity of vegetables to meet dish requirements
K2. What quality points to look for in vegetables: roots, bulbs, flower heads, exotic fungi, seeds and pods, tubers, leaves, stems, vegetable fruits, exotic vegetables (for example, truffles, expensive items and okra)
K3. What you should do if there are problems with the vegetables or other ingredients
K4. How to combine vegetables with other ingredients to create a complex and balanced dish
K5. What the correct tools and equipment are and the reasons for using them when carrying out the following cooking methods: blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, combining cooking methods
K6. How to carry out the following cooking methods according to dish requirements: blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, combining cooking methods
K7. The correct temperatures for cooking vegetables: roots, bulbs, flower heads, exotic fungi, seeds and pods, tubers, leaves, stems, vegetable fruits, exotic vegetables (for example, truffles, expensive items and okra)
K8. How to carry out the following finishing methods: garnishing and presentation
K9. What cooking methods are appropriate to each type of complex vegetable dish
K10. How to adjust the flavour, consistency and colour of the complex vegetable dish.
K11. Healthy eating options when cooking and finishing complex vegetable dishes
K12. How to minimise and correct common faults in complex vegetable dishes

What you have to do (cont)

    h) Steaming
    i) Stewing
    j) Combining cooking methods

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

What you have to know (cont)

K13. How to maximize and retain nutritional content of complex vegetables dishes during cooking
K14. The correct temperatures for holding and serving complex vegetable dishes
K15. How to store complex vegetable dishes.

Unit 343 Prepare, cook and finish complex hot sauces (3FPC1)

What is this unit about?

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

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

The preparation and cooking techniques covered include:

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

Unit 343 Prepare, cook and finish complex hot sauces (3FPC1)

What you have to do	What you have to know
To meet the national standard you must: 1. Select the type and quantity of ingredients needed for the sauce 2. Check the ingredients to make sure they meet quality standards 3. Choose and use tools and equipment correctly 4. Combine the ingredients according to dish requirements 5. Prepare and cook the sauce to meet requirements 6. Make sure the sauce has the correct flavour, colour, consistency and quantity 7. Present the sauce to meet requirements 8. Make sure the dish is at the correct temperature for holding and serving 9. Safely store any cooked sauce not for immediate use **What you must cover**: 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	K1. How to select the correct type, quality and quantity of ingredients to meet sauce requirements K2. What quality points to look for in sauce ingredients K3. What you should do if there are problems with the ingredients K4. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation and cooking methods: weighing, measuring, chopping, simmering, reducing, boiling, 'make roux', passing/straining/blending, whisking K5. How to carry out the following cooking methods according to sauce requirements: weighing/ measuring, chopping, simmering, reducing, boiling, 'make roux', passing/straining/blending, whisking K6. The correct temperatures for cooking sauces K7. How to identify when sauces have the correct colour, flavour, colour, consistency and quantity K8. How to finish and present complex sauces K9. How to minimise and correct common faults in complex sauces, stocks, gravies and glazes K10. How to adjust the taste and flavour of complex sauces, stocks, gravies and glazes K11. How to balance the flavour, texture, colour, consistency and quality of the final dish with the sauce K12. The appropriate accompaniments and garnishes for different complex sauces. K13. What quality points relate to complex sauces K14. The correct temperatures for holding and serving sauces

K15. How to store cooked sauces

K16. Healthy eating options when preparing, cooking and finishing complex hot sauces.

Unit 344 Prepare, cook and finish complex soups (3FPC2)

What is this unit about?

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

- consommé
- bisque
- chowder
- velouté
- cold soups

The preparation and cooking techniques covered include:

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

Unit 344 Prepare, cook and finish complex soups (3FPC2)

What you have to do	What you have to know
To meet the national standard you must:	K1. How to select the correct type, quality and quantity of ingredients to meet dish requirements
1. Select the type and quantity of ingredients needed for the soup	K2. What quality points to look for in soup ingredients
2. Check the ingredients to make sure they meet quality standards	K3. What you should do if there are problems with the ingredients
3. Choose and use tools and equipment correctly	K4. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation, cooking and finishing methods: weighing/ measuring, chopping, simmering, clarifying, boiling, whisking, passing and straining, skimming, chilling,
4. Combine the ingredients ready for cooking	
5. Prepare and cook the soup to meet requirements	
6. Make sure the soup has the correct flavour, colour, consistency and quantity	
7. Finish and present the soup to meet requirements	K5. How to carry out the following preparation methods according to dish requirements: weighing/ measuring, chopping, passing and straining, skimming, chilling and preparing a liaison
8. Make sure the dish is at the correct temperature for holding and serving	
9. Safely store any cooked soup not for immediate use	
	K6. How to carry out the following cooking methods simmering, clarifying, boiling, whisking
What you must cover:	K7. How to carry out the following finishing methods: passing and straining, skimming, chilling, liaison with garnish
1. Preparation, cooking and finishing methods	
a) Weighing/measuring	K8. The correct temperatures for cooking soups
b) Chopping	K9. How to identify when soups have the correct colour, flavour, consistency and quantity
c) Simmering	
d) Clarifying	
e) Boiling	K10. How to minimise and correct common faults in complex soups
f) Whisking	
g) Passing/straining	K11. How to adjust the taste and flavour of complex soups
h) Skimming	
i) Chilling	K12. How to cook and finish all the different complex soups from the menu
j) Liaison with garnish	
	K13. The correct temperatures for holding and serving complex soups
	K14. How to store soups
	K15. Healthy eating options when preparing,

Unit 345   Prepare, cook and finish fresh pasta dishes (3FPC3)

What is this unit about?

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

* ravioli
* tortellini

The types of pasta covered are:

* fresh pasta
* filled pasta

The preparation and cooking techniques covered include:

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

Unit 345   Prepare, cook and finish fresh pasta dishes (3FPC3)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of pasta ingredients and other ingredients needed for the dish
2. Check all ingredients to make sure they meet quality standards
3. Choose and use tools and equipment correctly
4. Prepare the fresh pasta and other ingredients to meet dish requirements
5. Cook the pasta and other ingredients to meet dish requirements
6. Make sure the dish has the correct flavour, colour, texture and quantity
7. Present the dish to meet requirements
8. Make sure the dish is at the correct temperature for holding and serving
9. Safely store any cooked pasta dishes not for immediate use

What you must cover:

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

What you have to know

K1. How to select the correct type, quality and quantity of pasta ingredients and other ingredients to meet dish requirements
K2. What quality points to look for in pasta and other ingredients
K3. What you should do if there are problems with the pasta and other ingredients
K4. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation and cooking methods: weighing, measuring, sieving, pulling/kneading, resting, rolling, portioning, boiling, baking, combining cooking methods
K5. How to carry out the following preparation and cooking methods according to dish requirements: weighing/ measuring, sieving, pulling/kneading, resting, rolling, portioning, boiling, baking, combining cooking methods
K6. How to identify when freshly made pasta has the correct qualities
K7. How to minimise and correct common faults with fresh pasta dishes
K8. How to identify when fresh pasta dishes have the correct colour, flavour, texture and quantity
K9. The correct temperatures for holding and serving complex pasta dishes
K10. How to store complex pasta dishes
K11. Healthy eating options when preparing, cooking and finishing complex pasta dishes.

Unit 346   Prepare, cook and finish complex bread and dough products (3FPC4)

What is this unit about?

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

- tea breads
- brioche
- croissants
- danish pastries
- bagels
- pumpernickel
- peshwari naan
- foccacia
- ciabatta

The preparation and cooking techniques covered include:

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

Unit 346   Prepare, cook and finish complex bread and dough products (3FPC4)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Choose and use the tools and equipment correctly
4. Prepare and cook the ingredients to meet requirements
5. Make sure the bread and dough product has the correct colour, texture and finish
6. Present the bread and dough product to meet requirements
7. Make sure the bread and dough product is at the correct temperature for holding and serving
8. Safely store any cooked bread and dough product not for immediate use

What you must cover:

1. Bread and dough
   a) Enriched dough
   b) Laminated dough

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

What you have to know

1. How to select the correct type, quality and quantity of ingredients to meet product requirements

What you should do if there are problems with the ingredients

What the correct tools and equipment are and the reasons for using them when carrying out the following preparation and cooking methods: weighing/measuring, sieving, mixing/kneading, proving, knocking back, shaping, folding, laminating, baking

How to carry out the following preparation and cooking methods according to product requirements: weighing/measuring, sieving, mixing/kneading, proofing, knocking back, shaping, folding, laminating, baking

The quality points relating to prepared fermented dough products

How to control portions and minimise waste

The effects of various temperatures and humidity's on the ingredients used

The storage/holding requirements and ideal conditions for processed dough products and what precautions should be taken when storing dough products

How to minimise and correct common faults in complex bread and dough products

The processing methods appropriate to each type of fermented dough product

The quality points relating to finished dough products

Healthy eating options when preparing, cooking and finishing complex bread and dough products

Unit 347 Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)

What is this unit about?

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

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

The preparation and cooking techniques covered include:

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

Unit 347   Prepare, cook and finish complex cakes, sponges, biscuits and scones (3FPC5)

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What you have to do

To meet the national standard you must:
1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Choose and use tools and equipment correctly
4. Prepare, cook and finish the product to meet requirements
5. Make sure the product has the correct flavour, colour, texture and quantity
6. Present the product to meet requirements
7. Make sure the product is at the correct temperature for holding and serving
8. Safely store any cooked product not for immediate use

What you must cover:
  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

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What you have to know

1. How to select the correct type, quality and quantity of ingredients to meet product requirements

Quality points to look for in the ingredients

What you should do if there are problems with the ingredients

What the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation and cooking methods

The effects of various preparation and aeration methods on different complex cake, sponge, biscuit and scone products

How the choice of flour and fat preparations relate to the end product

What preparation and cooking methods are appropriate to each type of complex cake, sponge, biscuit and scone products

The correct temperatures for cooking each type of complex cake, sponge, biscuit and scone product

How to carry out the necessary preparation and cooking methods according to product requirements

How to identify when cake, sponge, biscuit and scone products have the correct colour, flavour, texture and quantity

How to minimise and correct common faults with complex cake, sponge, biscuit and scone products

How to control portions and minimise waste

How to store complex cakes and biscuits

Healthy eating options when preparing and cooking complex cake, sponge, biscuit and scone products

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What you have to do (cont)

    r)   Dusting/dredging/sprinkling

    s)   Mixing

    t)   Stacking

    u)   Coating

    v)   Slicing

    w)   Baking

Unit 348   Prepare, cook and finish complex pastry products (3FPC6)

What is this unit about?

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

- apple strudel
- barquettes
- short bread
- samosas
- lemon tart
- paris brest
- custard tarts

The preparation and cooking techniques covered include:

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

Unit 348   Prepare, cook and finish complex pastry products (3FPC6)

What you have to do

1. Select the type and quantity of ingredients needed for the product
2. Accurately weigh ingredients required
3. Check the ingredients to make sure they meet quality standards
4. Choose and tools and equipment correctly
5. Prepare and cook the ingredients to meet requirements
6. Make sure the pastry product has the correct colour, texture and finish
7. Present the pastry product to meet requirements
8. Make sure the pastry product is at the correct temperature for holding and serving
9. Safely store any cooked pastry product not for immediate use

What you must cover:

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

What you have to know

1. How to store raw ingredients before preparation and cooking

How to select the correct type, quality and quantity of ingredients to meet product requirements

What you should do if there are problems with the ingredients

What the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation and cooking methods

How to carry out the necessary preparation and cooking methods according to recipe requirements

The correct temperatures for cooking each type of complex pastry product

How to identify when pastry products have the correct colour, texture and finish

How to minimise and correct common faults with complex pastry products

How the use of different ingredients can affect the flavour of pastry

How to store complex pastry products

Healthy eating options when preparing, cooking and finishing complex pastry products

What you have to do (cont)

    i)   Piping
    j)   Laminating
    k)   Rolling
    l)   Folding
    m)   Lining/moulding
    n)   Trimming
    o)   Baking
    p)   Combining cooking methods

Unit 349 Prepare, process and finish complex chocolate products (3FPC7)

What is this unit about?

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

- small chocolate centre pieces
- competition pieces
- truffles
- moulds/shapes (e.g. Easter eggs)

The preparation and cooking techniques covered include:

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

Unit 349   Prepare, process and finish complex chocolate products (3FPC7)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Choose and use tools and equipment correctly
4. Prepare and process the ingredients to meet requirements
5. Make sure the chocolate products have the correct flavour, colour, texture and quantity
6. Decorate and present chocolate products to meet requirements
7. Safely store any processed chocolate product not for immediate use

What you must cover:

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

What you have to know

1. How to select the correct type, quality and quantity of ingredients to meet product requirements

What you should do if there are problems with the ingredients

What the correct tools and equipment are and the reasons for using them when carrying out the following preparation and processing methods: rolling, mixing, drying, manipulating, blend colour and flavour, cutting, spreading, melting, tempering, modelling

How to carry out the following processing methods according to product requirements: rolling, mixing, drying, manipulating, blend colour and flavour, cutting, spreading, melting, tempering, modelling

How to identify when chocolate products have the correct colour, flavour, texture and quantity

When couverture can be used and how it can be tempered

Common faults with chocolate products

How to correct the product to achieve requirements

Items that can be used to decorate chocolate products

How to decorate chocolate products

Current trends in relation to chocolate products

Healthy eating options when preparing, processing and finishing complex chocolate products

How to store complex chocolate products.

Unit 350 Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)

What is this unit about?

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

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

The preparation and cooking techniques covered include:

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

Unit 350   Prepare, process and finish marzipan, pastillage and sugar products (3FPC8)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Choose and use tools and equipment correctly
4. Prepare and process the ingredients to meet requirements
5. Make sure the pastillage and sugar products have the correct flavour, colour, texture and quantity
6. Decorate and present pastillage and sugar products to meet requirements
7. Safely store any processed pastillage and sugar product not for immediate use

What you must cover:

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

What you have to know

1. How to select the correct type, quality and quantity of ingredients to meet product requirements

What you should do if there are problems with the ingredients

What the correct tools and equipment are and the reasons for using them when carrying out the following preparation and processing methods: boiling, dipping, moulding, pouring, rolling, mixing, conditioning, piping, pulling, manipulating, blending (colour and flavour), cutting and spreading, spinning

How to carry out the following processing methods according to product requirements: boiling, dipping, moulding, pouring, rolling, mixing, conditioning, piping, pulling, manipulating, blending (colour and flavour), cutting and spreading, spinning

Times and temperatures for cooking

How to identify when pastillage and sugar products have the correct colour, flavour, texture and quantity

Common faults with sugar and pastillage products

How to correct the product to achieve requirements

Items that can be used to decorate products

How to decorate products

Current trends in relation to pastillage and sugar products

Healthy eating options when preparing, processing and finishing pastillage and sugar products

How to store pastillage and sugar products.

What you have to do (cont)

g) Drying
h) Piping
i) Pulling
j) Manipulating
k) Blending (colour and flavour)
l) Cutting
m) Spreading
n) Spinning

Unit 351   Prepare, cook and present complex cold products (3FPC9)

What is this unit about?

This unit is about producing complex cold products for example:

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

The preparation and cooking techniques covered include:

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

Unit 351 Prepare, cook and present complex cold products (3FPC9)

What you have to do	**What you have to know**
To meet the national standard you must:	1. How to select the correct type, quality and quantity of ingredients to meet product requirements
1. Select the type and quantity of ingredients needed for the product	What you should do if there are problems with the ingredients
2. Check the ingredients to make sure they meet quality standards	What the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation, cooking, finishing and presenting methods
3. Choose and use tools and equipment correctly	How to carry out the necessary preparation, cooking, finishing and presenting methods according to product requirements
4. Prepare and cook the ingredients to meet requirements	How to identify when complex cold products have the correct colour, flavour, texture and quantity
5. Make sure the complex cold products have the correct flavour, colour, texture and quantity	Common faults with complex cold products
6. Garnish and present complex cold products to meet requirements	How to correct products to achieve requirements
7. Make sure complex cold products are at the correct temperature for holding and serving	Items that can be used to garnish products
8. Safely store any cooked complex cold product not for immediate use	How to garnish products and present complex cold products
	How to deal with items returned from the buffet
What you must cover:	Current trends in relation to complex cold products
	How to store complex cold products
1. Complex cold product	Healthy eating options when preparing, cooking and presenting complex cold products.

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

What you have to do (cont)

    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 352 Prepare, finish and present canapés and cocktail products (3FPC10)

What is this unit about?

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

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

The preparation and cooking techniques covered include:

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

Unit 352 Prepare, finish and present canapés and cocktail products (3FPC10)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of ingredients needed for the product
2. Check the ingredients to make sure they meet quality standards
3. Choose and use tools and equipment correctly
4. Prepare and finish the ingredients to meet requirements
5. Make sure the canapés and cocktail products have the correct flavour, colour, texture and quantity
6. Decorate and present canapés and cocktail products to meet requirements
7. Make sure canapés and cocktail products are at the correct temperature for holding and serving
8. Safely store any cooked canapés and cocktail products not for immediate use

What you must cover:

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

What you have to know

1. How to select the correct type, quality and quantity of ingredients to meet product requirements

What you should do if there are problems with the ingredients

What the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation, cooking, finishing and presenting methods

How to carry out the necessary preparation, cooking, finishing and presenting methods according to product requirements

How to identify when canapés and cocktail products have the correct colour, flavour, texture and quantity

Common faults with canapés and cocktail products

How to correct products to achieve requirements

Items that can be used to decorate products

How to decorate products and present canapés and cocktail products

How to deal with items returned from the buffet

Current trends in relation to canapés and cocktail products

How to store canapés and cocktail products

Healthy eating options when preparing, finishing and presenting canapés and cocktail products

Unit 353   Prepare, cook and finish dressings and cold sauces (3FPC11)

What is this unit about?

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

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

The preparation and cooking techniques covered include:

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

Unit 353   Prepare, cook and finish dressings and cold sauces (3FPC11)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of ingredients needed for the sauce
2. Check the ingredients to make sure they meet quality standards
3. Choose and use tools and equipment correctly
4. Prepare and cook the dressing/sauce to meet requirements
5. Make sure the dressing/sauce has the correct flavour, colour, consistency and quantity
6. Finish and present the dressing/sauce to meet requirements
7. Safely store any cooked dressing/sauce not for immediate use

What you must cover:

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
a) Processing

What you have to know

1. How to select the correct type, quality and quantity of ingredients to meet dish requirements

What quality points to look for in dressings/sauce ingredients

What you should do if there are problems with the ingredients

What the correct tools and equipment are and the reasons for using them when carrying out the following preparation and cooking methods: weighing, measuring, chopping, simmering, reducing, boiling, 'make roux', passing/straining/blending

How to carry out the following cooking methods according to dish requirements: weighing, measuring, chopping, simmering, reducing, boiling , whisking, blanching, sieving, passing/straining/blending, emulsifying and processing

The correct temperatures for cooking dressings/sauces

How to identify when dressings/sauces have the correct colour, flavour, colour, consistency and quantity

How to present cooked dressings/sauces

How to adjust the taste and flavour of dressings and cold sauces,

The appropriate accompaniments and garnishes for different dressings and cold sauces.

What quality points relate to dressings and cold sauces

How to store dressings and cold sauces

Healthy eating options when preparing, cooking and finishing dressings and cold sauces.

Unit 354   Prepare, cook and finish complex hot desserts (3FPC12)

What is this unit about?
This unit is about preparing, cooking and finishing complex hot desserts, for example:
- hot soufflés
- paste based desserts
- fruit based desserts
- sponge based desserts

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

Unit 354   Prepare, cook and finish complex hot desserts (3FPC12)

What you have to do

To meet the national standard you must:
1. Select the type and quantity of ingredients needed for the dessert
2. Check the ingredients to make sure they meet quality standards
3. Choose and use the tools and equipment correctly
4. Prepare and cook the ingredients to meet requirements
5. Make sure the dessert has the correct colour, texture and finish
6. Finish and present the dessert to meet requirements
7. Make sure the dessert is at the correct temperature for holding and serving
8. Safely store any dessert not for immediate use

What you must cover:
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

What you have to know

K1. What the quality points are relating to the main ingredients
K2. How to control portions and minimise waste
K3. The appropriate preparation methods for the different complex hot desserts
K4. The effects of various temperatures and humidities on ingredients used
K5. What the correct tools and equipment are and the reasons for using them when preparing complex hot desserts
K6. The types of problems that may occur when preparing hot desserts and how to deal with these correctly
K7. Which cooking methods relate to each type of complex hot dessert
K8. How to minimise common faults
K9. What the quality points are relating to the finished product
K10. The finishing methods appropriate for each type of product
K11. The types of problems that may occur when cooking hot desserts and how to deal with these correctly
K12. Healthy eating options preparing and cooking complex hot desserts

Unit 355   Prepare, cook and finish complex cold desserts (3FPC13)

What is this unit about?

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

- cheesecake
- mousses
- meringues
- sorbets.

The preparation, cooking and finishing techniques covered include:

- creaming
- aeration
- combining
- sieving/passing
- pureeing
- folding
- addition of flavours/colours
- straining
- poaching
- baking
- boiling
- steaming
- de-moulding
- freezing
- refrigeration
- chilling
- stacking
- portioning
- cutting

Unit 355   Prepare, cook and finish complex cold desserts (3FPC13)

What you have to do

To meet the national standard you must:

1. Select the type and quantity of ingredients needed for the dessert
2. Check the ingredients to make sure they meet quality standards
3. Choose and use the tools and equipment correctly
4. Prepare and cook the ingredients to meet requirements
5. Process the dessert to meet dish requirements
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 the correct temperature for holding and serving
9. Safely store any dessert not for immediate use

What you must cover:

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) Pureeing
f) Folding
g) Addition of colours/flavours
h) Straining

What you have to know

K1. What the correct tools and equipment are and the reasons for using them when preparing complex cold desserts
K2. How to control portions and minimise waste
K3. The appropriate preparation methods for the different complex cold desserts
K4. The types of problems that may occur when preparing cold desserts and how to deal with these correctly
K5. What the processing methods appropriate to each type of product are
K6. The quality points relating to processed and finished products
K7. How to adjust flavours and minimise common faults
K8. The types of problems that may occur when cooking and processing cold desserts and how to deal with these correctly
K9. Healthy eating options preparing and cooking complex cold desserts

What you must cover (cont.):

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 356 Produce sauces, fillings and coatings for complex desserts (3FPC14)

What is this unit about?

This unit is about producing sauces, fillings and coatings, for example:
• syrups
• butter cream
• sugar glazes

The preparation, cooking and finishing techniques covered include:
• mixing
• whisking
• boiling
• separating
• creaming
• reducing
• liquidising
• blending
• addition of colouring
• emulsifying
• addition of flavouring

Unit 356 Produce sauces, fillings and coatings for complex desserts (3FPC14)

What you have to do

To meet the national standard you must:

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. Choose and use the tools and equipment correctly

4. Prepare and process the ingredients to meet requirements

5. Make sure the sauce, filling and coating has the correct colour, texture and finish

6. Finish and present the sauce, filling and coating to meet requirements

7. Make sure the sauce, filling and coating is at the correct temperature for holding and serving

8. Safely store any sauce, filling and coating not for immediate use

What you have to know

K1. What the quality points are relating to finished sauces, fillings and coatings

K2. What the correct tools and equipment are and the reasons for using them when producing sauces, fillings and coatings for hot desserts

K3. The required consistency of finished sauces, fillings and coatings

K4. How to adjust flavours and minimise common faults

K5. The effects of various temperatures and humidity on the ingredients used

K6. What the uses are for various sauces, fillings and coatings

K7. The types of problems that may occur with sauces, fillings and coatings and how to deal with these correctly

K8. Healthy eating options producing sauces, fillings and coatings

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
   i) Mixing
   j) Whisking
   k) Boiling
   l) Separating
   m) Creaming
3. Processing methods
   e) Reducing

f) Liquidising

g) Blending

h) Addition of colouring

i) Emulsifying

j) Addition of flavouring

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

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

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

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.

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

Appendix 1   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.

Recording forms are available on the City & Guilds website. They can also be purchased via 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**, ie 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

People 1st 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 whom 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 in 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 who 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

Unit Number	Unit Title	SVQs that the unit is used in
1GEN1	**Maintain a safe, hygienic and secure working environment**	**Level 1 and 2 SVQ in Hospitality and Catering**

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 candidate 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.

1	**The work situation being represented is relevant to the NVQ(s)/SVQ(s) being assessed**	**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.** **Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.** **Industry trends are considered in the product and service offer.**
2	**The candidate's work activities reflect those found in the situation being represented**	- Candidates operate in a professional capacity with corresponding job schedules and/or descriptions. - Candidates are clear on their work activities and responsibilities.
3	**The RWE is operated in the same manner to as a real work situation**	- Customers are not prompted to behave in a particular manner. - Customer feedback received is maintained and acted upon.
4	**The RWE is under pinned 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 relates 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 verified units based on an arrangement as referred to in this assessment strategy.

✓ = mandatory

Assessors and Internal Verifiers must:	Assessor	Internal Verifier
Have a good knowledge and understanding of the national occupational standard and NVQ/SVQ that is being assessed or verified.	✓	✓
D34 or V1 – In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓
D32/D33 or A1/A2 – In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	✓	✓
Adhere to the awarding body's assessment requirements and practise standardised assessment principles	✓	✓
Adhere to the awarding organisation's assessment requirements and practise standardised assessment principles	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget	✓	✓
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.		✓
Hold qualifications, or have undertaken training, that has legislative relevance to the	✓	Good practice

NVQ/SVQ being assessed (See Annex E).			
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.

✓**= mandatory**

Qualification / Training	NVQ/SVQ	A	IV
Health and Safety	All sector NVQs/SVQs	✓	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice
	Multi-Skilled Hospitality Services	✓	
	Professional Cookery	✓	
	Food and Drink Service	✓	
	Hospitality Supervision and Leadership (*with food and drink units)*	✓	
Licensing	Food and Drink Service	✓	Good Practice
	Hospitality Supervision (*with food and drink units)*		

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.

Updating occupational expertise	**Internal and external work placements** **Work experience and shadowing (eg within associated departments)** **External visits to other organisations** **Updated and new training and qualifications (**www.uksp.co.uk**)** **Training sessions to update skills** **Visits to educational establishments** **Trade fairs**
Keeping up to date with sector developments and new legislation	- Relevant sector websites - Membership of professional bodies - Papers and documents on legislative change - Networking events - Seminars, conferences, workshops, membership of committees / working parties (e.g. People1st events) - Staff development days
Standardising and best practice in assessment	- Regular standardisation meetings with colleagues - Sharing best practice through internal meetings, news letters, email circulars - Comparison of assessment and verification in other sectors - Attending awarding body meetings / seminars

Downloadable guidance on CPD can be found at <u>www.ifl.ac.uk</u>

Appendix 2   Core skills signposting

Core Skills Signposting 7140-05-06

SVQ2 in Professional Cookery at SCQF Level 5
SVQ3 in Professional Cookery at SCQF Level 6

The following document identifies where the competencies described within each of the units, may also provide evidence towards relevant Core Skills. Where there is a relationship between the standard and the Core Skills, the SCQF Level for the Core Skill is indicated.

The approach for the signposting has been one where a judgement has been made as to whether a candidate may realistically be able to gather evidence towards either part or all of the relevant Core Skill. For example, in regards to Communication, most of the units have some level of coverage, however this is in terms of presenting an opportunity for communicating when reporting problems to a line manger etc.

Of particular significance is the limited coverage of Information and Communications Technology. This is largely due to the limited access that kitchen based staff have to working with computers and generating documents with them. However, at level 3 a limited opportunity for coverage exists if a candidate is involved with compiling menu ideas or making records of stock checks etc.

The Core Skills signposting for the imported units can be found in Annex A.

SVQ2 in Professional Cookery at SCQF Level 5

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
1GEN1/09	Maintain a safe, hygienic and secure working environment	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN4/09	Work effectively as part of a hospitality team	SCQF 4	SCQF 3		SCQF 4	SCQF 4
2GEN3/09	Maintain food safety when storing, preparing and cooking food	SCQF 4	SCQF 4		SCQF 4	SCQF 4
1GEN7/10	Maintain, handle and clean knives	SCQF 3			SCQF 3	SCQF 3

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
2FP1/10	Prepare fish for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP2/10	Prepare shellfish for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP3/10	Prepare meat for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP4/10	Prepare poultry for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP5/10	Prepare game for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP6/10	Prepare offal for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP7/10	Prepare vegetables for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP8/10	Process dried ingredients prior to cooking	SCQF 4	SCQF 4			SCQF 4
2FP9/10	Prepare and mix spice and herb blends	SCQF 4	SCQF 4			SCQF 4
2FC1/10	Cook and finish basic fish dishes	SCQF 4	SCQF 4			SCQF 4
2FC2/10	Cook and finish basic shellfish dishes	SCQF 4	SCQF 4			SCQF 4
2FC3/10	Cook and finish basic meat dishes	SCQF 4	SCQF 4			SCQF 4
2FC4/10	Cook and finish basic poultry dishes	SCQF 4	SCQF 4			SCQF 4
2FC5/10	Cook and finish basic game dishes	SCQF 4	SCQF 4			SCQF 4
2FC6/10	Cook and finish basic offal dishes	SCQF 4	SCQF 4			SCQF 4
2FC7/10	Cook and finish basic vegetable dishes	SCQF 4	SCQF 4			SCQF 4
2PR5	Cook-chill food	SCQF 4	SCQF 4			SCQF 4
2PR6	Cook-freeze food	SCQF 4	SCQF 4			SCQF 4
2FPC1/10	Prepare, cook and finish basic hot sauces	SCQF 4	SCQF 4			SCQF 4
2FPC2/10	Prepare, cook and finish basic soups	SCQF 4	SCQF 4			SCQF 4

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
2FPC3/10	Make basic stocks	SCQF 4	SCQF 4			SCQF 4
2FPC4/10	Prepare, cook and finish basic rice dishes	SCQF 4	SCQF 4			SCQF 4
2FPC5/10	Prepare, cook and finish basic pasta dishes	SCQF 4	SCQF 4			SCQF 4
2FPC6/10	Prepare, cook and finish basic pulse dishes	SCQF 4	SCQF 4			SCQF 4
2FPC7/10	Prepare, cook and finish basic vegetable protein dishes	SCQF 4	SCQF 4			SCQF 4
2FPC8/10	Prepare, cook and finish basic egg dishes	SCQF 4	SCQF 4			SCQF 4
2FPC9/10	Prepare, cook and finish basic bread and dough products	SCQF 4	SCQF 4			SCQF 4
2FPC10/10	Prepare, cook and finish basic pastry products	SCQF 4	SCQF 4			SCQF 4
2FPC11/10	Prepare, cook and finish basic cakes, sponges, biscuits and scones	SCQF 4	SCQF 4			SCQF 4
2FPC12/10	Prepare, cook and finish basic grain dishes	SCQF 4	SCQF 4			SCQF 4
2PR17	Produce healthier dishes	SCQF 4	SCQF 4			SCQF 4
2FPC14/10	Prepare, cook and finish basic cold and hot desserts	SCQF 4	SCQF 4			SCQF 4
2FPC15/10	Prepare and present food for cold presentation	SCQF 4	SCQF 4			SCQF 4
2FPC16/10	Prepare, cook and finish Dim Sum	SCQF 4	SCQF 4			SCQF 4
2FPC17/10	Prepare, cook and finish noodle dishes	SCQF 4	SCQF 4			SCQF 4
2FPC18/10	Prepare and cook food using a Tandoor	SCQF 4	SCQF 4			SCQF 4
2P&C1/09	Complete kitchen documentation	SCQF 4	SCQF 4	SCQF 4		SCQF 4
2P&C2/09	Set up and close kitchen	SCQF 4	SCQF 4	SCQF 4	SCQF 4	SCQF 4
2GEN2/10	Order Stock	SCQF 4	SCQF 3	SCQF 3	SCQF 3	SCQF 4
1FPC8/10	Cook and finish simple bread and dough products	SCQF 4	SCQF 4			SCQF 4
2PR22	Liaise with care team to ensure that individuals' nutritional needs are met	SCQF 4	SCQF 4	SCQF 4	SCQF 4	SCQF 4
1PR26	Prepare meals to meet relevant nutritional standards set for school meals	SCQF 4	SCQF 4	SCQF 4	SCQF 4	SCQF 4

SVQ3 in Professional Cookery at SCQF Level 6

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
HSL4	Maintain the health, hygiene, safety and security of the working environment	SCQF 6	-	-	SCQF 6	SCQF 6
2GEN3/09	Maintain food safety when storing, preparing and cooking food	SCQF 4	SCQF 4		SCQF 4	SCQF 4

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
3FP1/10	Prepare fish for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FP2/10	Prepare shellfish for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FP3/10	Prepare meat for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FP4/10	Prepare poultry for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FP5/10	Prepare game for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FC1/10	Cook and finish complex fish dishes	SCQF 4	SCQF 4			SCQF 4
3FC2/10	Cook and finish complex shellfish dishes	SCQF 4	SCQF 4			SCQF 4
3FC3/10	Cook and finish complex meat dishes	SCQF 4	SCQF 4			SCQF 4
3FC4/10	Cook and finish complex poultry dishes	SCQF 4	SCQF 4			SCQF 4
3FC5/10	Cook and finish complex game dishes	SCQF 4	SCQF 4			SCQF 4
3FC6/10	Cook and finish complex vegetable dishes	SCQF 4	SCQF 4			SCQF 4
3FPC1/10	Prepare, cook and finish complex hot sauces	SCQF 4	SCQF 4			SCQF 4
3FPC2/10	Prepare, cook and finish complex soups	SCQF 4	SCQF 4			SCQF 4
3FPC3/10	Prepare, cook and finish fresh pasta dishes	SCQF 4	SCQF 4			SCQF 4
3FPC4/10	Prepare, cook and finish complex bread and dough products	SCQF 4	SCQF 4			SCQF 4
3FPC5/10	Prepare, cook and finish complex cakes, sponges, biscuits and scones	SCQF 4	SCQF 4			SCQF 4
3FPC6/10	Prepare, cook and finish complex pastry products	SCQF 4	SCQF 4			SCQF 4
3FPC7/10	Prepare, process and finish complex chocolate products	SCQF 4	SCQF 4			SCQF 4

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
3FPC8/10	Prepare, process and finish marzipan, pastillage and sugar products	SCQF 4	SCQF 4			SCQF 4
3FPC9/10	Prepare, cook and present complex cold products	SCQF 4	SCQF 4			SCQF 4
3FPC10/10	Prepare, finish and present canapés and cocktail products	SCQF 4	SCQF 4			SCQF 4
3FPC11/10	Prepare, cook and finish dressings and cold sauces	SCQF 4	SCQF 4			SCQF 4
3FPC12/10	Prepare, cook and finish complex hot desserts	SCQF 4	SCQF 4			SCQF 4
3FPC13/10	Prepare, cook and finish complex cold desserts	SCQF 4	SCQF 4			SCQF 4
3FPC14/10	Produce sauces, fillings and coatings for complex desserts	SCQF 4	SCQF 4			SCQF 4
2PR17	Produce healthier dishes	SCQF 4	SCQF 4			SCQF 4
HSL3	Contribute to the control of resources	SCQF 6	SCQF 5	SCQF 4	SCQF 6	SCQF 6
HSL9	Contribute to the development of recipes and menus	SCQF 6	SCQF 4	(SCQF 5)	SCQF 6	SCQF 6
HSL30	Ensure food safety practices are followed in the preparation and serving of food and drink.	SCQF 6	SCQF 4	SCQF 5	SCQF 6	SCQF 6

Annex A - Core Skills Signposting for Imported Units
Management Standards Centre

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
D1	Develop productive working relationships with colleagues	SCQF 5	SCQF 4		SCQF 6	SCQF 5

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

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