Level 2 Diploma in Food Preparation and Culinary Arts (8064-01)

Version 2.1, March 2022

Qualification Handbook

Qualification at a glance

Subject area	Hospitality and Catering
City & Guilds number	8064
Entry requirements	None
Assessment types	Practical and knowledge assessments, and multiple choice tests
Grading	Pass / Fail
Support materials	SmartScreen materials, Logbooks, Assessment packs
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number
Level 2 Diploma in Food Preparation and Culinary Arts	505	609	8064-01

Change log

Version	Change detail	Section
1, Jan 2020	First published – details TBC	N/A
1.1, Sep 2020	First finalised version published	
1.2, Jan 2021	Evolve test duration added	Assessment
1.3, Feb 2021	Minor typographical changes made	Units
2.0, November 2021	Minor typographical changes made	Unit 207 Food safety
	Amendment made to Assessment Criteria 2.4	Unit 211 Cooking methods, techniques and commodities
	Amendment made to Assessment Criteria 5.5, 5.6 and 6.1	Unit 214 Understand food commodities
2.1, Mar 2022	Changes to assessment title	Qualification at a glance, Summary of Assessment Methods, Assessment strategy

Contents

1   Introduction

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

Area	Description
Who is the qualification for?	The Level 2 Diploma in Food Preparation and Culinary Arts is for candidates who are looking to start or develop their careers in hospitality. They cover both transferable and job role specific skills, set out by employers, ensuring candidates become work ready not only for a specific role but for a career in the hospitality industry. Candidates will be required to display both practical skills and the associated knowledge in order to complete the assessments.
What does the qualification cover?	This qualification is aligned to the Global Hospitality Certification, the new global certification for the hospitality industry, developed in partnership with Worldchefs and employers around the world. This unique combination brings this new qualification in line with current industry practices. This qualification covers transferable as well as job role specific skills, set out by employers, offering a holistic approach to training learners to be work ready. Sustainability awareness is now a key part of the offer, addressing a critical challenge for the hospitality industry globally. As part of our innovative approach, digital badges are included as a key feature of the new qualifications. Learners who complete their qualifications will receive a digital badge in addition to their City & Guilds certificate. They can share their digital badge online via social media showcasing their qualification achievement and the skills they can offer. By incorporating the latest industry trends and technology, the new global qualifications make City & Guilds graduates ready for the world of work, wherever they are in the world, taking their first step towards a successful career in hospitality.
What opportunities for progression are there?	On completion of this qualification candidates may progress into the following City & Guilds qualifications: • City & Guilds Level 2 Diploma in Food Preparation and Culinary Arts - Patisserie (8064-02) • City & Guilds Level 3 Diploma in Culinary Arts and Supervision (8064-06) Candidates following an employment route can progress through our Global Certification Offer to recognise their skills and experience as they progress in the industry.

2 Structure

To achieve the Level 2 Diploma in Food Preparation and Culinary Arts, learners must achieve all of the units listed in the table below.

City & Guilds unit number	Unit title	GLH	TUT
8064-01 Diploma in Food Preparation and Culinary Arts			
201	Understand the hospitality industry	15	20
202	Understand business success	40	45
203	Provide guest service	25	30
204	Awareness of sustainability in the hospitality industry	15	25
205	Professional workplace standards	25	35
206	Understand own role in self development	10	15
207	Food safety	25	30
208	Meet guest requirements through menu planning	35	50
209	Mise en place	86	100
210	Cooking methods, techniques and commodities: boiling, poaching and steaming	32	32
211	Cooking methods, techniques and commodities: stewing and braising	32	32
212	Cooking methods, techniques and commodities: baking, roasting and grilling	60	60
213	Cooking methods, techniques and commodities: deep and shallow frying	15	15
214	Understand food commodities	90	120

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
8064-01 Level 2 Diploma in Food Preparation and Culinary Arts	505	609

3   Centre requirements

Approval

If your Centre is approved to offer the qualifications:

- 8065-01 Level 1 Certificate in Food Preparation and Cooking
- 8065-02 Level 2 Diploma in Food Preparation and Cooking (Culinary Arts)
- 8065-03 Level 2 Diploma in Food Prep and Cooking (Patisserie)
- 8065-04 Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

then you will be given automatic approval for the new **8064-01 Level 2 Diploma in Food Preparation and Culinary Arts**.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

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

This qualification **must** be delivered and assessed in the English language.

Resource requirements

Resources

This qualification is aimed at candidates who will be entering the industry and so it is important that they gain their experience in an industrial kitchen. They should use appropriate equipment in terms of the size and scale which must be of industry quality.

When being assessed, candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner.

As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped industrial kitchen including:

- cooking facilities to enable full access to the qualification for example ovens, ranges, grills, griddles, woks, deep fat fryers, bain maries, hot plates and food mixers.
- worktop space – stainless steel workstations or tables used as food preparation areas
- washing facilities- hand washing, food preparation and wash up
- refrigerators and freezers
- suitable storage facilities
- small and large equipment- it is recommended that centres review the range of equipment requirements against each unit within this qualification as it may be necessary to purchase additional equipment in order to offer the qualification.
- Health and Safety equipment to include PPE, food temperature equipment and fire safety.

Centres should be able to maintain food and beverage stock levels, both perishable and non-perishable ingredients, to allow all candidates to prepare the given variety of dishes using the full range of food preparation methods.

Centres wishing to deliver these qualifications must ensure that they have the staff and facilities to deliver the practical elements of the course. If there are no facilities within the centre to deliver the activities in a realistic working environment we recommend developing links with local industry to provide hands-on experience.

Centre staffing

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

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

See also the Assessment section in this document for details from the assessment strategy on the role of supervisors and managers in the assessment process.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for learners under 16.

4   Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
SmartScreen	www.smartscreen.co.uk
Logbooks	www.smartscreen.co.uk and City & Guilds website
Assessment pack	City & Guilds website

5   Assessment

Summary of assessment methods

Candidates must:

Learners must achieve the following assessments to gain this qualification: (207, 240, 241, 246)

Assessment number	Assessment title	Type	Grading	Units covered
207	Food safety	Evolve - on demand multiple choice test	PX	207
240	Hospitality principles - Theory test	Evolve - on demand multiple choice test	PX	201, 202, 203, 204
241	Food Preparation and Culinary Arts - Theory test	Evolve - on demand multiple choice test	PX	210*, 211*, 212*, 213*, 214
246	Food Preparation and Culinary Arts – Practical and knowledge assessment	Practical and knowledge assessments	PX	205, 206, 208, 209, 210, 211, 212, 213

Some learning outcomes only (see test specification below). The remaining learning outcomes will be assessed in the practical assessments.

The qualification is graded Pass / Fail only. In order to pass the qualification, candidates must pass all the assessments as detailed above.

Assessment strategy

Test Specifications

The way the knowledge is covered by each test is laid out in the table(s) below.

A bilingual dictionary will be allowed for international candidates during the online assessments.

207 Food Safety

Duration: 45 minutes

Outcome number	Marks	%
1. Know the importance of food safety procedures	3	12%
2. Know how to keep self clean and hygienic	4	16%
3. Know how to keep the working area clean and hygienic	6	24%
4. Know how to store food safely	6	24%
5. Know the food safety risks associated with food production and service	6	24%
Total	**25**	**100%**

240 Hospitality principles - Theory test

Duration: 60 minutes

Unit number	Marks	%
201 Understand the hospitality industry	5	13%
202 Understand business success	16	40%
203 Provide guest service	12	30%
204 Awareness of sustainability in the hospitality industry	7	18%
Total	**40**	**100%**

241 Food Preparation and Culinary Arts - Theory test

Duration: 60 minutes

Unit number	Marks	%
210 Cooking methods, techniques and commodities: boiling, poaching and steaming (LO 1, 2, 3)	3	8%
211 Cooking methods, techniques and commodities: stewing and braising (LO 1, 2)	2	5%
212 Cooking methods, techniques and commodities: baking, roasting and grilling (LO 1, 2, 3)	3	8%
213 Cooking methods, techniques and commodities: deep and shallow frying (LO 1, 2)	2	5%
214 Understand food commodities	30	75%

241 Food Preparation and Culinary Arts - Theory test		
Total	**40**	**100%**

Practical and knowledge assessments

Learners are required to successfully complete practical and knowledge assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at www.cityandguilds.com.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

Unless specifically stated, any previous experience or qualification gained may reduce the amount of learning hours required. However, all the assessments **must** be completed successfully in order achieve this qualification.

Learners that have achieved *Unit 203 Food safety in catering* (UAN: M/503/7578) in any qualification in the 8065 or 8066 suite or *7150-92 Level 2 Award in Food Safety in Catering (QAN: 500/5186/6)*, are **not required** to achieve the test *207 Food safety* in this qualification. In this case, the proxy unit *806 Food safety (proxy)* should be claimed on Walled Garden.

Learners that wish to complete other qualifications within the 8064 suite at the same level will not need to re-take assessments already achieved that are common across multiple qualifications.

6 Units

Structure of the units

These units each have the following:
- City & Guilds reference number
- Title
- Learning outcomes, which are comprised of a number of assessment criteria

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their theory delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

Unit 201   Understand the hospitality industry

Unit aim: Hospitality is one of the fastest growing global industries that can provide rewarding jobs and career opportunities locally, nationally and internationally. Knowledge of the types of diverse range of jobs available and the types of organisations to work for can allow learners to achieve their career goals.

The aim of this unit is to provide learners with a basic understanding of the hospitality industry and the roles that exist within the industry.

Learners will gain knowledge of the structure of the hospitality industry and the types of establishments that exist. They will learn about the job roles available in different departments and how the skills developed in those job roles can be used to support career progression.

Learning outcome

The learner will:

1. Know the structure of the hospitality industry

Assessment criteria

The learner can:

1.1 Describe **types of hospitality establishment**

Types of hospitality establishment
- Restaurants
- Hotels / resorts
- Pubs and bars
- Contract catering
- Event catering
- Cafes and coffee shops

1.2 Describe the **types of business operations** that are typically found in the hospitality industry
Types of business operation
- Multinational/global
- Sole traders
- Independent
- Franchises

- Partnerships
- Groups
- Brands
- Local/independent
- Regional
- National
- Global

1.3 Identify **services** provided at different **types of hospitality establishments**
Services
- Food and beverage services
- Bar services
- Accommodation/guest services
- Reception service
- Business services
- Concierge/Portering
- Leisure Facilities
- Event management
- Entertainment
- Gambling
- Butlering

1.4 Describe how **departments** contribute to the effective running of a hospitality establishment
Departments
- Kitchen
- Food and Beverage
- Reception
- Housekeeping
- Maintenance
- Back office (HR, accounts, bookings, management)

Learning outcome

The learner will:

2. Know job roles in hospitality

Assessment criteria

The learner can:

2.1 Identify responsibilities of different **job roles in the kitchen**
Job roles in the kitchen
- Executive Chef
- Head Chef
- Sous Chef
- Chef De Partie
- Specialist (patisserie)

- Commis/Line Chef
- Kitchen/Catering Assistant
- Apprentice/Trainee
- Kitchen Porter
- Kitchen/Catering Manager

2.2 Identify responsibilities of different **job roles in food and beverage service**
Job roles in food and beverage service
- Restaurant Manager
- Mâitre D'hotel
- Sommelier
- Waiter/Waitress
- Bar Manager/Supervisor
- Bar Staff/Mixologist
- Events Manager
- Conference and Banqueting Manager
- Barista

2.3 Identify responsibilities of different **job roles in front of house service**
Job roles in front of house service
- Front Office Manager
- Concierge
- Porter
- Receptionist
- Host

2.4 Identify responsibilities of different **job roles in housekeeping**
Job roles in housekeeping
- Executive Housekeeper
- Floor Housekeeper
- Room Attendant
- Public Areas Cleaner
- Laundry attendant
- Maintenance

Learning outcome

The learner will:

3. Understand career opportunities in hospitality

Assessment criteria

The learner can:

3.1 Explain how **skills** are transferable across different job roles
Skills
- Communication

- Guest Services
- Planning
- Time keeping
- Attitude
- Appearance
- Respecting diversity
- Reliability
- Honesty
- Resilience

3.2 Describe **working patterns** in hospitality
Working patterns
- Full time
- Part time
- Shift work
- Split shifts
- Rotational
- Seasonal

3.3 Explain **progression routes** for team member roles
Progression routes
- Vertical/Horizontal
- Trainee
- Apprentice/Graduate
- Team member
- Supervisor
- Front line manager
- Department Manager
- Senior Manager

Unit 202   Understand business success

Unit aim:	There are many ways that business measures success; whether based on profit made, guest satisfaction, motivated workforce or a combination of these. However, it is measured, it is the people that work for the business that are critical to success. It is important for those working in hospitality to understand what the business is aiming to achieve, and how they can contribute to achieving it.
	The aim of this unit is for learners to learn about a range of internal and external factors and how they can affect business success.
	Through this unit learners will develop knowledge of the types of legislation that have to be taken into account when managing a business and the implications for non-compliance. Learners will develop knowledge of health and safety risks and how these can be controlled in hospitality establishments. They will learn the importance of profit and people and how these can be managed effectively. Finally, they will learn about emerging technologies, how they are used in hospitality and how they contribute to business success.

Learning outcome

The learner will:

1. Know how legislation and regulations affects hospitality businesses

Assessment criteria

The learner can:

1.1 Describe the purpose of key **legislation and regulation** within the hospitality sector
Regulation
- Company law
- Environmental Health and food safety
- Employment law
- Equality law
- Licensing
- Data protection

1.2 Describe the **importance** of compliance with legislation and regulations within the hospitality industry
Importance

- Good governance
- Keeping guests and staff safe
- Protecting reputation
- Secure record keeping
- Honouring employment agreements and regulations
- Protection of staff and management rights
- Clear assignment of responsibilities

1.3 Identify **outcomes of compliance and non-compliance** with regulation to a hospitality business
Outcomes
Compliance
- Legal compliance
- Safer environment
- Better guest experience
- Fair and equal opportunities for both guests and staff
- Increased reputation
- Best practice
Non-compliance
- Health and Safety issues
- Guest complaints
- Employee disputes
- Legal action
- Fines
- Loss of reputation
- Risk of closure

Learning outcome

The learner will:

2. Know health and safety requirements of hospitality organisations

Assessment criteria

The learner can:

2.1 Describe principles of **legal responsibilities** for employers and employees with regard to health and safety guidance
Legal responsibilities
E**mployers**
- Provide and maintain equipment and a workplace which is safe and healthy
- Reduce the risks associated with manual handling tasks
- Deal with chemical substances safely
Employees
- Take care of their own health and safety at work
- Take care of the health and safety of others
- Cooperate with their employer
- Use PPE's in the correct way instructed

2.2 Identify **common causes** of accidents in the workplace
Common causes
- Occupational / Workplace
- Environmental
- Human

2.3 Identify ways to **minimise the risk**s **of accidents** in the workplace
Minimise the risks of accidents
Occupational
- Correct PPE's
- Staff safety training- manual handling, fire safety, first aid
- Strict enforcement of rules
- Correct lifting equipment

Environmental
- Improved and safe design of building
- Correct and clear/visible signage
- Good housekeeping standard
- Well-lit and ventilated working areas

Human
- Training staff in routine work practices
- Correct use of PPE at all times
- Ensure employee is in a physical/mental state ready for work

2.4 Identify the potential **consequences** of not applying good health and safety practices
Consequence
- Accidents
- Illnesses
- Stress
- Death
- Damaged reputation
- Increased sick leave and staff turnover
- Prosecution
- Compensation claims
- Legal costs

2.5 Identify **risks to guest health and safety** within the hospitality industry
Risks to guest health and safety
- Security risks
- Unattended luggage
- Self-harm

2.6 Outline the procedure to be followed when a **major incident** is reported
Major incident
- Accident/incident resulting in serious injury or even death
- Fire
- Explosion
- Suspected threat of terrorism Incident

Learning outcome

The learner will:

3. Understand the importance of profitability to Hospitality businesses

Assessment criteria

The learner can:

3.1 Identify **factors** that affect profitability
Factors
- Increasing revenue return
- Knowing break-even point
- Increasing operational efficiency and performance
- Reducing costs

3.2 Explain ways of **increasing revenue**
Increasing revenue
- Staff training
- Marketing
- Increase competitiveness
- Increase perceived value
- Up sell at every opportunity when interacting with the guest
- Increase sales of branded merchandise or local partners
- Respond to guest requests

3.3 Describe **ways** to increase operational efficiency and performance
Ways
- Standard operating procedures
- Evaluate performance
- Implement or use technological improvements
- Training of staff
- Implement better supervision practices
- Up grading of equipment or supplies
- Outsource when appropriate

3.4 Identify the main **costs** associated with a hospitality business
Costs
Fixed costs
- Staff or labour costs
- Rent
- Equipment costs

Variable costs
- Food and beverage stock costs
- Utilities including electricity, gas, water, waste management
- Maintenance costs
- Sundries

3.5 Identify ways to **reduce costs** in a hospitality business
Reduce costs
- Monitor and evaluate costs within the business
- Time management
- Managing resources more efficiently
- Reducing waste
- Replace obsolete or update old equipment
- Manage and reduce stock wastage
- Manage and reduce the use of power and utilities such as water, electricity and gas

3.6 Outline ways of **monitoring** business financial performance
Monitoring
- Financial analysis
- Guest satisfaction rating
- Departmental performance analysis
- Performance reviews

Learning outcome

The learner will:

4. Know the contribution that people make to a business

Assessment criteria

The learner can:

4.1 Identify how **people skills** contribute to business success
People skills
- Effective communicator
- Professional work practice and attitude
- Team player
- Guest focused

4.2 Outline the **importance of product knowledge** to successfully contribute to a business
Importance of product knowledge
- Helps respond to guest requests or queries
- Helps meet or exceed guest expectations
- Provides confidence when engaging with the guest
- Provides an opportunity to up sell and increase revenue
- Increases brand awareness and reputation

4.3 Describe the **content** of an induction process
Content
- Introduction to the organizational structure
- Staff training in:
- Key policies and procedures
- Health and safety policy
- Rules and regulations

- Standard operating procedures
- Employment rights
- Performance management systems

4.4 Describe the **characteristics** of an effective team
Characteristics
- Clear direction to achieve a common goal
- Effective communication
- Collaborative spirit
- Encouraging inclusion and difference of opinions
- Adhering to the rules
- Mutual accountability
- Team trust
- Improved decision making
- Happy team members

4.5 Explain how the key **principles** of good teamwork contribute to effective team operations
Principles
- Defined goals and objectives
- Clear roles
- Honest communication
- Accountability
- Building on strengths
- Review and feedback
- Celebrating success

4.6 Describe how the interactions between departments contribute to business success

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Learning outcome

The learner will:

5. Know how technology contributes to business success

Assessment criteria

The learner can:

5.1 Outline the **technologies** used in the hospitality industry
Technologies
- Information communication technology (ICT)
- Software- apps
- Electronic point of sales (EPOS)
- Resource management tools and equipment
- CCTV
- Room booking systems
- Room charging facilities
- Faster payment systems

- Digital monitoring of equipment

5.2 Describe how technologies can be used to contribute to business success

5.3 Describe the **responsibilities** a hospitality business has to manage digital information
Legal responsibilities
- Manage personal and guest information with confidentiality
- Restrict access of information to those authorised to have access
- Comply with data protection legislation
- Use information for the purposes it was gathered for

5.4 Identify the **consequences** of inappropriate use of digital communication technology
Consequences
- Non-compliance of data legislation
- Legal action
- Loss of data or data breaches
- Misuse of important, financial or business sensitive data
- Bad publicity
- Loss of reputation
- Loss of guest confidence
- Brand damage

Unit guidance

AC 2.2 **Common causes** of accidents in the workplace
- **Occupational** (chemicals and harmful substances), equipment, working methods such as lifting, carrying and handling
- **Environmental** (lighting and ventilation, temperature, flooring (eg type, wet, damaged)
- **Human** (carelessness, inexperience, lack of training, lack of attention) Keeping the body clean

Unit 203   Provide guest service

Unit aim: Guests of the hospitality industry are increasingly looking for high levels of service. Whether in a fast food take away, a 5* hotel or a hostel they expect the staff they meet to ensure their experience is positive. In such a competitive industry, businesses need to find ways in which they stand out from their competitors. If their staff do not know what makes positive guest service, they are unlikely to meet the needs of their guests.

The aim of the unit is to enable learners to gain knowledge of how guest service and effective communication benefits a hospitality establishment.

This unit will provide candidates with the knowledge of how effective communication and guest service benefits the hospitality establishments they will work for. They will learn about the principles of effective communication and the different methods used in different situations. They will learn the principles of good guest service and the effect this has on different stakeholders such as guests, suppliers and colleagues. They will also learn about different types of guest service issues they may encounter and how to deal with them.

Learning outcome

The learner will:

1. Know how effective communication is used to benefit a hospitality establishment

Assessment criteria

The learner can:

1.1 Describe **methods** of communication when dealing with guests
Methods
- Face to face
- In writing
- Over the telephone
- Non-verbal
- In emails

1.2 Describe the **principles** of effective communication
Principles
- Effective listening

- Tone of voice
- Clarity of message
- Accuracy of message
- Understanding of needs
- Language used
- Cultural expectations

1.3 Describe the **benefits** of effective communication
Benefits
- Better understanding
- Increased sales / happy guests
- Fewer complaints
- Numbers of compliments
- Repeat business/brand loyalty
- Reduced staff turnover
- Job satisfaction and staff motivation

1.4 Identify the **barriers** to effective communication
Barriers
- Language
- Use of jargon
- Perception or viewpoints
- Expectations
- Assumptions
- Prejudices
- Cultural differences

1.5 Describe how to overcome barriers to effective communication

Learning outcome

The learner will:

2. Know the effect of guest service on hospitality establishments

Assessment criteria

The learner can:

2.1 Identify different **types of guests** in the hospitality industry
Types of guests
Internal
- Team members and staff
- Managers
- Supervisors
External
- Existing guests
- New guests
- Potential guests

- Delivery personnel

2.2 Describe the **principles** of guest service
Principles
- Welcoming, friendly, and courteous
- Knowledgeable
- Efficient
- Well timed
- Flexible attitude
- Consistent
- Effective communication
- Building of trust and confidence
- Exceeding expectations

2.3 Describe **factors** that affect good guest service
Factors
- Price point
- Value for money
- Reputation
- Brand
- Past experiences
- Recommendations
- Media influences
- Cultural influences
- Faith-based influences

2.4 Describe the effect of good guest service on **stakeholders**
Stakeholders
- The employee
- The business
- The guest

Learning outcome

The learner will:

3. Understand how guest issues are resolved by hospitality establishments

Assessment criteria

The learner can:

3.1 Identify **guest expectations**
Guest expectations
- Level of service
- Value for money
- Product quality
- Presentation
- Hygiene

- Health and safety
- Luxury factor

3.2 Describe types of **guest issues** that can occur in hospitality establishments
Guest issues
- Difficult guests
- Intoxicated guests
- Medical incidents
- Special requirements
- Communication difficulties
- Guest requests
- Dissatisfaction with service
- Dissatisfaction with products

3.3 Explain the benefits to **stakeholders** of dealing with guest issues effectively
Stakeholders
- The employee
- The business
- The guest

3.4 Describe the **methods** for gathering guest satisfaction
Methods
- Guest questionnaires
- Verbal feedback
- Letters
- Emails
- Telephone calls
- Comments on social media sites and influencers
- Comments on websites and travel blogs
- Reviews on travel booking engines
- Team briefing/meetings

3.5 Explain how **guest issues** are dealt with in hospitality establishments

Unit guidance

AC1.1 Non-verbal (body language, personal presentation)

AC1.4 **Overcoming barriers** to communication requires using positive interpersonal skills including
- Positive interactions including body language
- Using clear appropriate language never jargon
- Keeping an open mind
- Never assume or interrupt
- Consider cultural differences
- Summarise the discussion
- Ensure understanding by paraphrasing and clarifying

AC2.1 **Types of guests,** differentiating between guests and customers is essential for good hospitality service as it acknowledges the guest as the paying customer within the hospitality industry. Focusing on good guest service practice provides for a positive outcome internally and externally.

AC3.1 In guest service a need is often described as something that solves a real or imagined problem, however guests have inherent needs that form part of their expectations such as safety and security, confidentiality and specific needs for example assistance for parents or those with disabilities.

Unit 204   Awareness of sustainability in the hospitality industry

Unit aim:	The hospitality business has the potential to have a major negative impact on the environment whether through the use of plastics in takeaway food and drink, the use of electrical and other carbon based energy systems, the drain on potentially scarce water resources to launder bedding and tableware or the carbon footprint associated with transporting food across the globe. There is increased focus on sustainability by the public and increasing expectations that businesses start to reduce that negative impact together with looking at how sustainable practices can be incorporated to enable them to operate more efficiently and cost effectively.

The aim of this unit is to provide learners with an awareness of sustainability and how it affects the hospitality industry.

Learners will develop knowledge of the principles of sustainability, and the implications for the introduction of sustainable practices into a business. Learners will also develop knowledge of specific examples for how they can contribute to sustainability when working in the hospitality industry. |

Learning outcome

The learner will:

1. Know the principles of sustainability in the hospitality industry

Assessment criteria

The learner can:

1.1 Define the term sustainability in the hospitality industry

1.2 State **types** of sustainable practices used in the hospitality industry
Types
- Waste reduction
- Waste re-use / recycle
- Energy usage best practices
- Water reduction
- Food commodities sourcing

- Environmentally friendly activities/operations

1.3 Define the term carbon footprint

1.4 Describe how carbon footprint be reduced

1.5 Describe the **advantages** of a hospitality business adopting sustainable practices
Advantages
- Positive
- Reputation
- Financial
- Staff morale
- Recognition
- Environmental

1.6 Describe the **limitations** of a hospitality business adopting sustainable practices
Limitations
- Knowledge
- Financial investment
- Staff training
- Guest expectations

Learning outcome

The learner will:

2. Know how to implement sustainable practices in the hospitality industry

Assessment criteria

The learner can:

2.1 Describe how **different types of materials** can be recycled
Different types of materials
- Paper
- Metals
- Glass
- Food
- Liquid
- Hazardous
- Non-recyclable

2.2 Describe the **activities** which can be implemented to reduce waste
Activities
- Stock rotation
- Menu planning
- Re-use system
- Reduction in disposable items

- Separating waste streams
- Energy monitoring and management
- Reviewing of processes
- Smart procurement
- Returnable packaging

2.3 Describe **methods** that hospitality businesses can use to promote sustainable practices
Methods
- Training
- Toolbox talks
- Promotion activities – Poster
- People champions
- Objective setting
- Target setting

2.4 Describe how **different approaches** to sustainability can be applied in the hospitality industry
Different approaches
- At company level
- Locally
- National
- Global
- Code of practice
- Legislation
- Regulations

Unit 205   Professional workplace standards

Unit aim: The main purpose of professional workplace standards is to direct staff to provide safe and competent services to guests and colleagues. They reflect an expected level of performance by all staff whatever their role, level, or activity. Where hospitality employees are able to meet the high professional standards required of the industry, they may benefit financially and professionally as they are more likely to be recognised for development opportunities.

The aim of this unit is to develop learner's skills needed to work professionally and effectively in hospitality roles.

Through this unit, learners will be able to demonstrate a professional personal appearance and effective organisational skills. They will develop skills to work effectively as a team member, providing support to others and responding positively to feedback provided to them.

Learning outcome

The learner will:

1. Be able to apply professional standards in hospitality roles

Assessment criteria

The learner can:

1.1 Maintain a **professional personal appearance**
Professional personal appearance
- Apply personal hygiene standards
- Appearance
- Behaviour

1.2 Demonstrate a **professional approach**
Professional approach
- Polite
- Punctual
- Helpful
- Professional attitude
- Guest etiquette

1.3 Demonstrate **time management skills**

Time management
- Plan and prepare for work shift
- Attend on time
- Return from breaks on time
- Work at a reasonable pace

1.4 Demonstrate **organisational skills**
Organisational skills
- Access appropriate information to plan the work day
- Adhere to time plan or checklists
- Follow standardised operating procedures
- Respond and adapt to changing daily requirements

Learning outcome

The learner will:

2. Be able to work as part of a team

Assessment criteria

The learner can:

2.1 Demonstrate a **collaborative approach**
Collaborative approach
- With team members
- With other departments

2.2 Apply **good practice** in dealing with colleagues
Good practice
- Apply appropriate communication techniques
- Follow the standard organisations procedures
- Use colleagues name when speaking to them
- Respond to colleagues' requests in a timely manner
- Provide product knowledge or advise when asked
- Meet colleague expectations
- Check back with colleague

2.3 Take **responsibility** within their own role
Responsibility
- Take responsibility for own tasks within role
- Positively contribute to working as part of a team to achieve a common goal
- Use own initiative to support teamwork

2.4 Provide **constructive support** to colleagues
Constructive support
- Provide assistance to team members when required
- Offer advice or suggestions to team members to support or improve service
- Provide feedback to supervisor or management to improve service

2.5 Provide constructive feedback to colleagues

2.6 Use **communication devices** to undertake their role
Communication devices
- Use standard operating procedures for telephone communication
- Use email as a communication tool with, colleagues or other departments
- Engage responsibly with social media platforms to monitor guest feedback

2.7 Work effectively **with others to achieve targets**
Working with others to achieve targets
- Complete tasks to meet deadlines
- Co-operation
- Communication
- Observing
- Anticipating needs of guests and colleagues

2.8 **Respond to feedback** from **others** to improve service standards
Respond to feedback
- Appropriately respond to feedback
- Evaluate feedback
- Implement changes following feedback
Others
- Team members
- Supervisors
- Management
- Guests

Unit guidance

AC 1.1 **Professional presentation**
- Appearance - dressing appropriately to the job role, personal grooming
- Behaviour - conduct, attitude, initiative, standards, punctuality, dependability, skills

AC1.2 **Guest etiquette** refers to the way in which hospitality staff interact with and respond to guests. Appropriate etiquette means that guests are treated with courtesy and respect and are made to feel welcome in the establishment

AC 1.3 **Organisational Skills** - communication, time management, planning and preparation, checklists

AC 2.3 **Guest issues or dissatisfaction** - identify signs of guest dissatisfaction, prompting, uneaten food, body language, verbal complaint, guest comment cards, social media platforms
Colleagues (body language, silence, conflict)

AC 2.4 **Digital communication**
- Use email as a communication tool with guests or colleagues
Electronic devices
- Electronic point of sales (EPOS)
- Room booking systems
- Restaurant booking systems

- Stock ordering systems
- Credit card machines
- Cold chain monitoring systems

Unit 206   Understand own role in self development

Unit aim: There are times when opportunities to develop a career in hospitality just happen; but most career advancement comes because an individual has the skills and knowledge needed for the new role. An individual is able to identify the skills and knowledge they need to achieve their career goals and plan how to achieve them. They can show what professional development they have undertaken and how it has been effective.

The aim of this unit is to provide learners with an understanding of how to manage their own personal and professional development opportunities.

Learners will develop an understanding of how to develop their own professional skills and knowledge taking account of their professional strengths and areas for development. They will be given time to follow a development plan in to order to review how they have improved their practice and be more effective in their hospitality roles.

Learning outcome

The learner will:

1. Know how to develop own professional skills and knowledge

Assessment criteria

The learner can:

1.1 Describe own **professional strengths**
Professional strengths
- Knowledge
- Skills
- Behaviours
- Qualities

1.2 Describe areas for professional development

1.3 State **sources** of information on development opportunities
Sources
- Colleagues
- Line managers
- Newspapers

- Careers advisors/careers services
- Job centres
- Internet
- Hospitality journals
- Colleges
- Professional organisations
- Trade exhibitions

1.4 Outline **methods** available to develop own professional skills and knowledge
Methods
- Continuing education (part-time, full-time, online / distance learning)
- Courses accredited by a professional body
- Attending networking events
- Attending trade shows
- Secondments
- On-the-job training
- Shadowing another employee
- Subscribing to newsletters, social media alerts
- Reading hospitality related books, journals, magazines and newsletters
- Conducting online research
- Volunteering work

1.5 Describe **methods** of reviewing personal knowledge and skills development plan
 Methods
- Appraisals
- 1-2-1 meeting
- Performance reviews
- Feedback
    - Guests
    - Peers
    - Line managers
- Witness testimony

Learning outcome

The learner will:

2. Be able to review professional knowledge and skills development

Assessment criteria

The learner can:

2.1 Describe how own development contributes to improved practice

2.2 Identify areas for own development

2.3 **Confirm** development of skills and knowledge
Confirm
- Through self assessment

- From others (peers, line managers, guests)

2.4 Review personal development plan

Unit 207   Food safety

| Unit aim: | Everyone must eat and after visiting an expensive restaurant for dinner, having breakfast at a hotel or sharing a takeaway meal with friends, people don't want to find they are ill with potentially life-threatening conditions. The hospitality businesses that provided the food will not want negative publicity and possible loss of guests and income that is likely to follow. Therefore, it is important that all those working in hospitality that come into contact with food are trained in food safety techniques to ensure safe preparation and service practices and to limit the risk that how they handle food could cause harm to guests.

The aim of this unit is to provide learners with the training needed to handle food safely

Through this unit, learners will develop knowledge of food safety procedures to be applied in the kitchen and service environment. They will learn the requirements for keeping themselves and their work area clean and hygienic. Understanding how reducing the risks associated with food storage together with the knowledge of how food should be handled will also be covered in this unit. |
|---|---|

Learning outcome

The learner will:

1. Know the importance of food safety procedures

Assessment criteria

The learner can:

1.1 Define food safety

1.2 Define food poisoning

1.3 Outline the **control points** of a food safety management system (HACCP/ISO)
Control points
- Identify hazards associated with food safety
- Identify control points and critical control points
- Set control limits
- Apply corrective actions
- Auditing

- Validation/verification of documentation

1.4 Identify the **benefits** of food safety management systems (HACCP/ISO)
Benefits
- Reduces the risk associated with food safety
- Saves the business money in the long run
- Reduces the risk of food poisoning
- Improves food safety standards
- Ensures compliance with the law
- Improved food quality standards
- Processes to produce safe food

1.5 Identify key food safety **records** used in a food safety management system
Records
- Fitness to work records
- Training records
- Pest control records
- Temperature records – hot and cold
- Refrigerator/freezer temperature records
- Cleaning records
- Stock rotation records
- Audit records

Learning outcome

The learner will:

2. Know how to keep self clean and hygienic

Assessment criteria

The learner can:

2.1 Identify the **features** of protective clothing for food handlers
Features
- No external pockets
- Press studs and Velcro rather than buttons
- Able to cover all own clothes
- Durable
- Easy to clean
- Light in colour
- Head covering
- Long sleeves

2.2 Identify **poor personal hygiene practices**
Poor personal hygiene practices
- Eating/chewing
- Spitting

- Nail biting
- Scratching
- Smoking
- Infrequent cleaning of oneself
- Infrequent cleaning of working environment
- Touching any part of the body
- Tasting using fingers
- Wetting fingers to open bags

2.3 Identify when **Handwashing should occur**
Handwashing should occur
- Starting work
- Between different tasks
- After handling raw foods
- Touching any part of the body
- Returning from breaks
- Returning from the toilet
- After smoking
- After handling money
- After handling chemicals
- After cleaning
- After handling bins or waste

2.4 Identify the **procedure** for safe hand washing
Procedure
- Locate the resources required for safe hand washing
- Turn on taps
- Wet hands
- Apply non perfumed soap
- Create lather
- Rub hands palm to palm.
- Rub the back of your left hand with your right palm with interlaced fingers. Repeat with the other hand.
- Rub your palms together with fingers interlaced.
- Rub the backs of your fingers against your palms with fingers interlocked.
- Clasp your left thumb with your right hand and rub in rotation. Repeat with your left hand and right thumb.
- Rub the tips of your fingers in the other palm in a circular motion, going backwards and forwards. Repeat with the other hand.
- Rinse hands with warm water
- Dry thoroughly with a disposable towel.
- Use the disposable towel to turn off the tap. Rinse hands
- Dry hands with disposable paper towel
- Turn off taps using paper towel avoiding contaminating clean hands

2.5 Identify **reportable illnesses and infections**
Reportable illnesses and infections
- Diarrhoea
- Vomiting
- Colds
- Sore throats

- Congested eyes
- Skin infections
- Stomach upset
- Suspected food poisoning

2.6 Explain the term **carriers**
Carriers
- Healthy
- Convalescent

2.7 State the importance of being 'fit for work'

2.8 State the **features** of plasters suitable for use by food handlers
Features
- Non-food coloured usually blue
- Waterproof
- Metal strip

2.9 Identify **sources** of pathogenic bacteria found in human beings.
Sources
- Hands
- Hair
- Nose
- Mouth
- Ears
- Throat
- Septic cuts
- Spots and boils

Learning outcome

The learner will:

3. Know how to keep the working area clean and hygienic

Assessment criteria

The learner can:

3.1 Identify different types of **cleaning resources** needed to keep the work area clean and hygienic
Cleaning resources
- Detergent
- Sanitisers
- Disinfectant
- Sterilisers
- Bactericides
- Mops
- Buckets

- Cloths
- Vacuum cleaner

3.2 State the **practices** used in a 'clean as you go' policy
Practices
- Working tidily
- Removing waste
- Cleaning down worktops
- Sanitizing work areas
- Emptying bins
- Sweeping floor area
- Mopping

3.3 State the correct order in which the **six stages of cleaning** is used
Six stages of cleaning
- Pre-clean
- Main clean
- Rinse
- Disinfect
- Rinse
- Dry

3.4 State the **key features** of cleaning schedules
Key features
- Who is responsible
- What needs to be cleaned
- When or how often it needs to be cleaned
- How it should be cleaned
- What safety measures are required or considered

3.5 Describe the **process** for cleaning tools and equipment
Process
- Use personal protective equipment
- Dismantle component parts before cleaning
- Use the six-stage cleaning process
- Reassemble component parts after cleaning

3.6 Describe the **safety requirements** for handling and storing chemicals
Safety requirements
- Storage away from foods
- Storage in original containers
- Labelling
- Decanting
- Personal protective equipment (PPE)
- Dilution
- Manufacturers' instructions

3.7 List the **features** of equipment and surfaces suitable for use in food handling areas
Features
- Smooth
- Non-porous

- Easily cleaned
- Non-toxic
- Resistant to corrosion

3.8 Describe how **waste** should be managed safely
Waste
- Unfit food
- Food waste
- Packaging

3.9 Describe the **importance** of keeping the waste storage area clean
Importance
- To prevent odours
- To prevent pests
- To prevent bacteria growth

3.10 Explain how common types of **pests** pose a **risk to food safety**
Pests
- Rodents
- Cockroaches
- Insects
- Domestic pets

Risk to food safety
- Damage to property
- Carry diseases
- Carry pathogenic bacteria
- Dead bodies and droppings are physical contaminants

3.11 Identify **signs** of food pest infestation
Signs
- Droppings
- Smell
- Smear marks
- Pupae cases
- Larvae
- Damaged/gnawed packaging
- Food spillages

3.12 State different **methods** of pest control
Methods
- Kick plates
- Bait points
- Insectocutors
- Bristle strips
- Self-closing door
- Fly screens
- Building maintenance

The learner will:

4. Know how to store food safely

Assessment criteria

The learner can:

4.1 Describe the **checks** that should be made when storing foods
Checks
- Food temperature
- Storage area conditions are correct
- Damage
- Dates
- Quality
- Signs of pest infestation
- Temperature probe is working correctly
- Raw and cooked foods stored separately

4.2 Describe the **methods** of storing foods safely
Methods
- Placed in appropriate storage area
- Covered
- Wrapped- in suitable containers
- Labelled
- Dated
- Off floor
- Chilled and frozen food to be stored correctly as soon as possible

4.3 Describe **stock rotation systems**
Stock rotation systems
- FIFO (first in first out)
- Day dots
- Date systems
- Labelling

4.4 Describe the difference between 'best before' and 'use by' dates

4.5 Describe the **storage conditions** for food
Storage conditions
- Ambient
- Chilled
- Frozen

4.6 Describe **reasons** why certain foods require refrigeration
Reasons

- To prevent spoilage bacteria from spoiling the food
- To slow down the growth of pathogenic bacteria on food
- To comply with food safety legislation

4.7 Describe the **types** of food contamination
Types
- Chemical
- Physical
- Microbiological
- Allergenic

4.8 Define the term cross contamination

4.9 Describe **ways of reducing cross contamination**
Ways of reducing cross contamination
- Good personal hygiene practice
- Cleaning and disinfecting of work area
- Keeping foods covered and separated
- Separately zoned areas for raw and cooked foods
- Colour coded systems
- Thorough cleaning procedures
- Thorough cooking
- Safe storage practices
- Linear workflow
- Appropriate training

4.10 State **best practice** for thawing/defrosting foods
Best practice
- Adhering to food regulation guidelines
- Use of thawing cabinets
- Use of fridges
- Use of refrigerated rooms

4.11 Identify the **documents** used for recording food storage and temperature control.
Documents
- Delivery monitoring record
- Fridge/freezer monitoring record
- Cooking/cooling record
- Reheating record
- Chilling record

Learning outcome

The learner will:

5. Know the food safety risks associated with food production and service

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Assessment criteria

The learner can:

5.1 List the **micro-organisms** associated with food poisoning
Micro-organisms
- Pathogens
- Food borne diseases
- Spoilage organisms

5.2 Identify **non-bacterial causes of food poisoning**
Non-bacterial causes of food poisoning
- Metals
- Poisonous plants
- Chemicals
- Equipment
- Tampering
- Viruses

5.3 Identify **sources of physical contaminants**
Sources of physical contaminants
- People
- Equipment
- Pests
- Premises
- Product

5.4 State the **conditions** for bacterial growth
Conditions
- Warmth
- Food
- Moisture
- Time

5.5 Identify different **types of high-risk foods**
Types of high-risk food
- Ready to eat food
- Foods that receive no further heat treatment or cooking
- Cooked meats
- Poultry
- Dairy products
- Cooked rice
- Stocks
- Sauces
- Fish
- Shellfish

5.6 Describe common **symptoms** of food poisoning
Symptoms
- Nausea
- Diarrhoea

- Vomiting
- Abdominal pain

5.7 Identify the **people** most at risk from food poisoning
People
- Young children
- Elderly
- Sick
- Pregnant women
- Those with immune deficiency

5.8 List **sources** of common allergens and intolerances
Sources
- Peanuts
- Tree nuts
- Eggs
- Shellfish
- Gluten
- Sesame seeds
- Milk
- Soya
- Mustard
- Sulphur dioxide
- Celery

5.9 Describe the **symptoms** of common food allergens and intolerances
Symptoms
- Tingling
- Swelling
- Breathing difficulties
- Vomiting
- Diarrhoea
- Cramps
- Anaphylactic shock

5.10 Define the term temperature **danger zone**

5.11 Understand how **temperature requirements** impact the safety of food
Temperature requirements
Preparation
- Temperature
- Time
Cooking
- Core temperature
- Thorough cooking
Hot Holding
- Core temperature
- Time
Chilling
- Core temperature

- Time

Re-heating
- Core temperature
- Only reheat once

5.12 Describe **techniques** that prevent food poisoning
Techniques
- Cleaning procedures
- Good personal hygiene
- Pest control
- Temperature control
- Storage procedures
- Separate areas for preparation
- Cooking
- Chilling

5.13 Identify the **best practice for chilling food**
Best practice for chilling food
- Rapid cooling of food
- blast chiller/ freezer
- stand/stir food over ice cold water
- decant large quantities into smaller portions

Unit guidance

AC 1.1 Define **food safety**
- Good personal hygiene
- Keeping food safe and free from contamination
- (Microbial, Physical, Chemical, Allergens)
- Keeping work environment clean
- Storing food safely

AC 1.2 Define **food poisoning**
- Incubation period
- Symptoms
- Who is most at risk

AC 2.3 Times when handwashing occurs
- After touching face
- Coughing
- Sneezing
- Nose blowing,
- Touching raw food or waste products
- Handling cleaning materials
- After going to the toilet
- After breaks
- After smoking
- Between tasks to prevent cross-contamination
- At the beginning of a shift

- After handling money
- After cleaning a wound
- After touching any part of the body

Advantages and disadvantages to wearing gloves
Advantages
- Barrier for cuts
- Reduction of bacterial contamination
- Public perception

Disadvantages
- Skin infection
- Cost
- False sense of security i.e. gloves not changed frequently enough

AC 2.6 Explain the term **carriers**
Healthy: Person who carries the virus or bacteria without showing any symptoms
Convalescent: Recovering from the virus or bacteria and continues to be a carrier and can still transmit

AC 2.9 Identify **sources** of pathogenic bacteria found in human beings.
Sources
- Staphylococcus Aureus – in our hands, hair, nose, mouth, ears, throat, septic cuts, spots and boils
- Clostridium perfringens found in our intestines
- E-coli found in our intestines
- Salmonella found in our intestines

AC 3.2 Define a 'clean as you go' policy
Planned cleaning at all stages especially prior to starting a new job, maintaining a clear workstation free from dirt and obstruction

AC 3.6 Describe the **safety requirements** for handling and storing chemicals
- Best practice would include applying local legal requirements when working with chemicals

AC 4.4 Describe the difference between 'best before' and 'use by dates'
'Best before dates' are a guidance of optimum freshness and nutritional value.
'Use by date' is an indicator as to the last day a product should be consumed

AC 4.5 Identify the correct storage conditions for **food**
- Ambient: dry and well-ventilated storeroom
- Chilled: store cooked and raw foods separately
- Frozen: store cooked and raw foods separately
- Optimum storage temperatures:
    - ambient food: 14ºC to 18ºC
    - chilled food: 1ºC to 5ºC (lower for fresh fish, 0ºC to 3ºC)
    - frozen: -18ºC to -22ºC

AC 4.8 Describe the **types** of food contamination
- Chemical- cleaning chemicals, pesticides, fertilizers
- Physical – nuts, bolts, screws, hair, insect bodies
- Microbiological- bacteria, moulds, fungi
- Allergenic- dairy, ground and tree nuts, soy, shellfish

AC 4.9 Cross contamination examples
Cross contamination is the transfer of harmful bacteria or allergen from one item or food or work surface or person to food via direct, indirect or drip methods. It is one of the main causes of food poisoning.
Examples
- If raw uncooked meat is kept beside or touches cooked food
- A food worker sneezing or coughing onto food.
- If you use the same chopping board and knife for raw meat and then cooked meat without washing and disinfecting the board and knife.
- Handling raw food and then ready to eat food.
- Using the same scales to weigh wheat flour and then gluten free flour
- Open bags of flour in a store

AC 5.1 Micro-organisms (small living things)
- **Pathogens**: Salmonella, clostridium prefingens, Bacillus cereus, clostridium botulinum, staphylococcus aureus, e-coli.
- **Food borne diseases**: bacillary dysentery, typhoid/paratyphoid, listeria, campylobacter enteritis.
- **Spoilage organisms**: harmless organisms, moulds, viruses, yeasts, toxins

AC 5.10 - Danger Zone Temperature
- 5°C to 63°C
Pathogenic bacteria will grow rapidly given the right conditions; they will grow best within the temperature danger zone. 37°C is ideal, cooking food thoroughly to 75°C kills most pathogenic bacteria however some can survive

AC 5.13 Identify the **best practice for chilling food**
Best practice for chilling food
- Chill hot food to under 5°C within recommended guideline of 90 minutes and refrigerate
- Methods for chilling: blast chiller; freezer; stand/stir food over ice cold water; decant large quantities into smaller portions
- Do not mix hot with cold foods

Unit 208   Meet guest requirements through menu planning

Unit aim:	Taking care of the guest is the heart of the hospitality business. Doing so means understanding and anticipating what the guest needs are and then knowing how to meet and exceed those needs. Adopting an approach that Guest Service in a modern context integrates not just personal attitude and quality service but includes an understanding of the importance of good health and the principles of a balanced diet to meet guest needs and expectations. The aim of this unit is to enable the learner to develop knowledge and understanding to better meet guest requests. Learners will develop an understanding of nutrition and special diets that affect menu choices, best practice in menu development, preparation and cooking of dishes and to ensure that changes in nutritional value are minimised for our ever-evolving guest needs.

Learning outcome

The learner will:

1. Understand the principles of menu planning

Assessment criteria

The learner can:

1.1 Describe different types of **menus**
Menus
- Breakfast
- Afternoon tea
- Table d'hôte
- A la carte
- Dessert
- Function
- Tasting

1.2 Describe **internal factors to be considered** in the planning of menus
Internal factors to be considered
- Staff - availability, expertise
- Equipment
- Food commodities

1.3 Describe **external factors to be considered** in the planning of menus

External factors to be considered
- Type of guests
- Guest needs
- Cost of food commodities
- Availability of food commodities
- Location

1.4 Explain the **basic considerations** when designing menus
Basic considerations
- Balance of dishes
- Colour variety
- Texture variety
- Flavours variety
- Balance of ingredients
- Seasonality
- Sustainability
- Cost

Learning outcome

The learner will:

2. Understand how to meet individual guest requirements when planning menus

Assessment criteria

The learner can:

2.1 Identify influencing **factors** affecting guest menu choices
Factors
- Lifestyle choices
- Life stage factors
- Health factors
- Current trends
- Religion
- Traditions
- Customs

2.2 Describe **ways to assist guests** when making menu choices
Ways to assist guests
- Provide information
- Provide dietary advice
- List allergens
- List nutritional values
- Familiarise staff with ingredients used
- Offer a range of dishes
- Design dishes that can be adapted to suit guest needs

- Descriptive language

2.3 Explain the **considerations** when adapting menu items to meet guest dietary needs
Considerations
- Maintaining a balanced nutritional dish
- Avoiding using ingredients that do not meet the guest requirements
- Maintain the organisations standards for the dish
- Texture
- Colour
- Flavour
- Appealing presentation
- Awareness of dietary trends

Learning outcome

The learner will:

3. Know the principles of providing a balanced diet

Assessment criteria

The learner can:

3.1 Describe the links between **nutrition and health**
Nutrition and health
- Lifestyle
- Eating patterns
- Healthy eating guidelines

3.2 Describe the purpose of **essential nutrients**
Essential nutrients
- Carbohydrates – starches and sugar
- Fibre
- Protein
- Fat (including fatty acids)
- Vitamins and minerals

3.3 State the **sources** of essential nutrients
Sources
- Bread
- Cereals
- Fruit
- Vegetables
- Dairy products
- Meat
- Fish
- Pulses
- Foods containing fat

- Foods containing sugar

3.4 Describe the **impact** of diet on health
Impact
- Negative: Heart disease, stroke, obesity, diabetes, malnutrition, tooth decay, high blood pressure
- Positive: Lower cholesterol, reduced risk of heart disease and obesity

3.5 Describe the **culinary practices** that support healthier eating and balanced diet
Culinary practices
- Preparation methods
- Healthier cooking methods
- Balancing recipes, meals and menus
- Finishing techniques
- Minimal service holding times

Learning outcome

The learner will:

4. Understand the requirements of providing special diets

Assessment criteria

The learner can:

4.1 Describe **types of special diets and customer requirements**
Types of special diets and requirements
- Vegetarian, vegan and semi-vegetarian diets
- Moral or ethical choices
- Religious, cultural and belief based diets (kosher, halal)
- Medical and therapeutic diets (diabetic, low cholesterol)
- Allergies and intolerances
- Life stages - babies, adolescents, pregnant women, elderly

4.2 Describe **culinary practices** to be considered when planning and providing meals for those on special diets
Culinary practices
- Interpreting information on labels
- Adjusting menus and recipes
- Substitution of ingredients
- Separation of food items and equipment
- Clear labelling of food
- Communication with staff and guests
- Providing balanced healthy options

4.3 Identify alternative **ingredients** used to meet guest special dietary requirements
Ingredients
- Soya bean products
- Textured vegetable proteins

- Natural sugar replacements
- Gluten free flours
- Cream replaced with coconut cream
- Corn based products

Unit 209　　　　　　Mise en place

Unit aim:	Mise en place is an important part in the effective running of a professional kitchen. It is used in professional kitchens to refer to organising and arranging the ingredients and equipment that a chef will require for the menu items that they are expected to prepare during their shift. Working in a busy modern kitchen is a skilled role which includes knowing how the day to day running of the operation works and how to use equipment safely. Whatever type of kitchen an employee works in, knowing the safe and correct handling of tools and equipment are skills that will be used throughout their career as a chef and are the fundamental principles behind any competent commis chef. The aim of this unit is to enable the learner to plan for the cooking and service process, and to be able to use knives, and small and large equipment safely and confidently for a range of preparation techniques. Through this unit, learners will develop the skills needed to effectively prepare the kitchen and themselves ready for cooking. They will learn to select, use and maintain a range of tools and equipment to ensure they are safe and effective as chefs. They will develop the skills for a range of preparation techniques.

Learning outcome

The learner will:

1. Be able to prepare for food production and service

Assessment criteria

The learner can:

1.1 Use **key sources** of information required to prepare food production and service
Key sources
- Function sheet
- Tasking sheet
- Verbal instruction from line manager
- Team briefings
- Guest requests

- Standardised Recipes
- Standard operating procedures

1.2 Follow **establishment procedures** to ensure the kitchen area is clean and ready for mise en place
Establishment procedures
- Sections clean
- Fridge checks
- Freezer checks
- Equipment turned on and ready for service

1.3 **Plan** the production of simple hot and cold dishes to meet **business requirements**
Plan
- Time plans
- Ingredient lists
- Equipment list
- Allergen risk
- Service requirements

Business requirements
- 1 course
- 2 courses
- 3 courses
- Banquet

Learning outcome

The learner will:

2. Be able to use knives and cutting equipment correctly

Assessment criteria

The learner can:

2.1 Select correct **knives and cutting equipment**
Select
- Chef's knife
- Paring knife
- Filleting knife
- Boning knife
- Carving knife
- Turning knife
- Palette knife
- Serrated knife
- Steel/sharpening tools
- Peeler
- Scissors
- Corers

2.2 **Check** knives and cutting equipment
Check
- Damage
- Cleanliness
- Sharpness

2.3 Use knives and cutting equipment **effectively**
Effectively
- Safely
- Accuracy
- Precision
- Food safety
- Speed
- Minimum waste
- Hand eye coordination

2.4 **Maintain** knives and cutting equipment
Maintain
- Cleaning
- Sharpening
- Handling and transportation
- Safe and hygienic storage
- Security

Learning outcome

The learner will:

3. Be able to use small equipment

Assessment criteria

The learner can:

3.1 Select correct **small equipment**
Small equipment
- Blender
- Blow torch
- Can opener
- Carving fork
- Chopping boards
- Cooling rack
- Food processor
- Frying pan/ wok
- Grater
- Mandolin
- Measuring jug
- Mixers

- Moulds and cases
- Pastry brushes
- Piping bag and nozzles
- Ricer
- Rolling pin
- Saucepans
- Scales
- Sieve
- Spatula
- Spider
- Spoons
- Strainers
- Temperature probe
- Trays
- Whisk

3.2 **Check** small equipment
Check
- Damage
- Cleanliness

3.3 Use small equipment **effectively**
Effectively
- Safely
- Accuracy
- Precision
- Food safety
- Minimum waste

3.4 **Maintain** small equipment
Maintain
- Cleaning
- Safe and hygienic storage
- Reporting any damage or faults

Learning outcome

The learner will:

4. Be able to use large equipment

Assessment criteria

The learner can:

4.1 **Select** large equipment
Select
- Cold holding equipment
- Hot holding equipment

- Fryers and griddles
- Grills
- Hobs
- Ovens
- Steamers
- Water bath

4.2 **Check** large equipment
Check
- Damage
- Cleanliness
- Fit for purpose

4.3 Use large equipment **effectively**
Effectively
- Safely
- Food safety
- Minimum waste

4.4 **Maintain** large equipment
Maintain
- Cleanliness
- Disassembled and assembled correctly
- Reporting any damage or faults

Learning outcome

The learner will:

5. Be able to use preparation techniques for mise en place

Assessment criteria

The learner can:

5.1 Check **quality** of ingredients
Quality
- Visual
- Aroma
- Texture
- Use by and best before dates
- Report issues

5.2 Check correct **quantity** of ingredients against recipe
Quantity
- Increase quantity
- Decrease quantity
- Report issues

5.3 Use small equipment to carry out preparation **techniques**

Techniques
- Basting
- Beating
- Blanching
- Blending
- Brushing
- Coating
- Cooling/chilling/refreshing
- Cutting/shaping
- Draining
- Filling
- Folding
- Glazing
- Grating
- Lining
- Mashing
- Measuring
- Mixing
- Moulding and demoulding
- Passing
- Piping
- Portioning
- Pureeing
- Reducing
- Rolling
- Saucing
- Searing
- Serving
- Skimming
- Slicing
- Straining
- Trussing
- Tying
- Turning
- Weighing
- Whisking

5.4 Use large equipment to carry out cooking **techniques**

Techniques
- Baking
- Boiling
- Chilling
- Cold holding
- Freezing
- Frying
- Grilling
- Hot holding
- Poaching
- Roasting
- Steaming

Unit guidance

Teaching of the unit should take a holistic approach and be incorporated into practical units
Assessment Criteria 5.3 – The learner must complete 20 of the techniques listed in the range

Unit 210　　　　　　Cooking methods, techniques and commodities: boiling, poaching and steaming

Unit aim:	Understanding different cooking methods provides the modern-day chef with the tools and techniques to better meet their guest expectations. Knowing how to select suitable quality ingredients coupled with correct preparation, cooking and finishing techniques, ensures the finished product meets an establishment standard contributing to a guest's positive overall dining experience. The aim of this unit is for learners to produce a range of items using boiling, poaching and steaming techniques which can be incorporated to produce a range of dishes. This will include making a variety of stocks, sauces and soups. Learners will develop knowledge of these cooking methods and the related food commodities to develop dishes that are produced using these techniques. They will learn the principles of boiling, poaching and steaming applying the skills they have learnt in the mise en place unit, selecting appropriate equipment, checking quantity, checking ingredient quality, preparing food and cook foods using these methods. They will develop skills to produce a range of dishes, from the checking of ingredients to the final preparation of the dish. Learners will gain the skills and knowledge required to create new and exciting dishes that will enhance any modern-day menu.

Learning outcome

The learner will:

1. Understand the principles of boiling as a method of cookery

Assessment criteria

The learner can:

1.1 Define boiling as a method of cookery

1.2 Describe **quality checks** used when boiling foods
Quality checks
- Appearance
- Freshness
- Size
- Shape

- Texture
- Type

1.3 Outline different **preparation techniques** used for boiling
Preparation techniques
- Washing
- Peeling
- Cutting
- Tying

1.4 List types of **food items** suitable for boiling
Food items
- Eggs
- Grains
- Meats
- Mixed ingredients for stocks, soups and sauces
- Pasta
- Fish
- Poultry
- Pulses
- Rice
- Vegetables

1.5 Describe the **benefits** of using boiling as a method of cookery
Benefits
- Appropriate for large-scale cookery
- Rapid method of cookery
- Maximum colour retained for green vegetables
- Older, tougher, cheaper cuts of meat and poultry can be made digestible
- Nutritious, well-flavoured stock is produced

1.6 Describe the **limitations** of using boiling as a method of cookery
Limitations
- Loss of water-soluble vitamins
- Does not add flavour
- Does not add colour to food

1.7 Explain the **health and safety points** when using boiling as a method of cookery
Health and safety points
- Select safe equipment
- Avoid touching hot surfaces
- Avoid hazards such as handles sticking out
- Secure lids if requires

Learning outcome

The learner will:

2. Understand the principles of poaching as a method of cookery

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Assessment criteria

The learner can:

2.1 Define poaching as a method of cookery

2.2 Describe **quality checks** used when poaching foods
Quality checks
- Appearance
- Freshness
- Size
- Shape
- Texture
- Type

2.3 Outline different **preparation techniques** used for poaching
Preparation techniques
- Washing
- Peeling
- Cutting

2.4 List types of **food items** suitable for poaching
Food items
- Eggs
- Meats
- Fish
- Poultry
- Fruits

2.5 Describe the **benefits** of using poaching as a method of cookery
Benefits
- Appropriate for large-scale cookery.
- Rapid method of cookery
- Minimises moisture loss
- Retains the basic shape of food
- Does not overpower the delicate flavour of food
- Healthy method of cookery

2.6 Describe the **limitations** of using poaching as a method of cookery
Limitations
- Loss of water-soluble vitamins
- Does not add colour
- Does not add flavour

2.7 Explain the **health and safety points** when using poaching as a method of cookery
Health and safety points
- Select safe equipment
- Avoid touching hot surfaces
- Avoid hazards such as handles sticking out
- Avoid splashing
- Careful placing of food into liquid

Learning outcome

The learner will:

3. Understand the principles of steaming as a method of cookery

Assessment criteria

The learner can:

3.1 Define steaming as a method of cookery

3.2 Describe **quality checks** used when steaming food
Quality checks
- Appearance
- Freshness
- Size
- Shape
- Texture
- Type

3.3 Outline different **preparation techniques** used for steaming
Preparation techniques
- Washing
- Peeling
- Cutting
- Tying

3.4 List types of **food items** suitable for steaming

Food items
- Eggs
- Meat
- Fish
- Poultry
- Vegetables
- Rice

3.5 Describe the **benefits** of using steaming as a method of cookery
Benefits
- Appropriate for large-scale cookery.
- Rapid method of cookery
- Minimises moisture loss
- Avoids burning of food
- Avoids using additional fat
- Retains the basic shape of food
- Does not overpower the delicate flavour of food

3.6 Describe the **limitations** of using steaming as a method of cookery
Limitations
- Loss of water-soluble vitamins
- Does not add flavour

3.7 Explain the **health and safety points** when using steaming as a method of cookery
Health and safety points
- Select safe equipment
- Avoid touching hot surfaces
- Avoid placing hands into the steam vapour
- Operate pressurised equipment safely

Learning outcome

The learner will:

4. Be able to cook foods by boiling

Assessment criteria

The learner can:

4.1 Select the equipment used appropriate for cookery method

4.2 Cook a range of **food items** by using boiling as a method of cookery
Food items
- Meat/Poultry/Fish
- Eggs
- Vegetables
- Farinaceous
- Grains

4.3 Apply **quality checks** during boiling
Quality checks
- Correct Temperature
- Timing
- Liquid levels
- Texture
- Evaporation

4.4 Use equipment safely when using boiling as a method of cookery

4.5 Comply with food safety whilst using boiling as a method of cookery

The learner will:

5. Be able to cook foods by poaching

The learner can:

5.1 Select the equipment used appropriate for cookery method

5.2 Cook a range of **food items** by using poaching as a method of cookery
Food items
- Meat / Poultry / Fish
- Eggs
- Fruit

5.3 Apply **quality checks** during poaching
Quality checks
- Correct Temperature
- Timing
- Liquid levels
- Texture
- Evaporation

5.4 Use equipment safely when using poaching as a method of cookery

5.5 Comply with food safety whilst using poaching as a method of cookery

The learner will:

6. Be able to cook foods by steaming

The learner can:

6.1 Select the equipment used appropriate for cookery method

6.2 Cook a range of **food items** by using steaming as a method of cookery
Food items

- Meat / Poultry / Fish
- Vegetables

6.3 Apply **quality checks** during steaming
Quality checks
- Correct Temperature
- Timing
- Texture
- Sufficient liquid levels

6.4 Use equipment safely when using steaming as a method of cookery

6.5 Comply with **food safety** whilst using steaming as a method of cookery

Learning outcome

The learner will:

7. Be able to finish foods when boiling, poaching and steaming

Assessment criteria

The learner can:

7.1 **Finish** foods for hot and cold service when using the boiling, poaching and steaming methods of cookery
Finish
- Seasoning
- Correcting consistency
- Dressing/Saucing
- Cooling-Refreshing
- Reheating
- Garnishing

7.2 Complete **quality checks** when finishing foods
Quality Checks
- Against specification or recipe
- Portion size is correct
- Correct temperature for service

Unit guidance

AC1.1- Define **boiling** as a method of cookery
Boiling is the method of cooking food in boiling water or other water-based liquids such as stock or milk. A variation of this method is a gentle boiling known as simmering.
The boiling point of water is typically considered to be 100 °C or 212 °F. Pressure and a change in the composition of the liquid may alter the boiling point of the liquid

AC2.1 – Define **poaching** as a method of cookery

Poaching involves cooking by submerging food in a liquid, such as water, milk, stock or wine.

Poaching is differentiated from the other "moist heat" cooking methods, such as simmering and poaching, in that it uses a relatively low temperature (about 160–180 °F (71–82 °C)) This temperature range makes it particularly suitable for delicate food, such as eggs, poultry, fish and fruit, which might easily fall apart or dry out using other cooking methods.

Poaching is often considered a healthy method of cooking because it does not use fat to cook or flavour the food.

AC3.1- Define **steaming** as a method of cookery

Steaming works by steaming water continuously, causing it to vaporize into steam; the steam then carries heat to the food, thus cooking the food.

The food is kept separate from the steaming water but has direct contact with the steam, resulting in a moist texture to the food. Different methods of steaming:

- Atmospheric
- High pressure
- Combination steaming

AC5.1 Cook a range of food items by using boiling as a method of cookery

Food items

- Stocks
- Soups
- Sauces

Assessment guidance

Learners will produce a range of food items using each method of cookery to build their skills and competence to produce a range of dishes. Learners will cook each of the food items listed and use to make simple dishes

Learning how to make menu items that contribute to dishes – how to use these cooking methods to make these items when preparing these dishes

Learners will build up the use of these cooking methods in conjunction with those in other units to use in combination to create dishes

Unit 211   Cooking methods, techniques and commodities: stewing and braising

Unit aim: Understanding different cooking methods provides the modern-day chef with the tools and techniques to better meet their guest expectations. Knowing how to select suitable quality ingredients coupled with correct preparation, cooking and finishing techniques, ensures the finished product meets an establishment standard contributing to a guest's positive overall dining experience.

The aim of this unit is for learners to produce a range of items using stewing and braising techniques which can be incorporated to produce a range of dishes. This will include making a variety of stewed and braised meat, poultry, fish, vegetable and fruit dishes.

Learners will develop knowledge of these cooking methods and the related food commodities to develop dishes that are produced using these techniques. They will learn the principles of stewing and braising applying the skills they have learnt in the mise en place unit, selecting appropriate equipment, checking quantity, checking ingredient quality, preparing food and cook foods using these methods. They will develop skills to produce a range of dishes, from the checking of ingredients to the final preparation of the dish. Learners will gain the skills and knowledge required to create new and exciting dishes that will enhance any modern-day menu.

When being assessed for this unit, learners will also be assessed against the mise en place criteria; selection of equipment, checking of quality and quantity and correct preparation of food for the relevant cooking method.

Learning outcome

The learner will:

1. Understand the principles of stewing as a method of cookery

Assessment criteria

The learner can:

1.1 Define stewing as a method of cookery

1.2 Describe **quality checks** used when stewing foods
Quality checks
- Appearance
- Freshness
- Size
- Shape
- Texture
- Type

1.3 Outline different **preparation techniques** used for stewing
Preparation techniques
- Washing
- Peeling
- Cutting
- Tying
- Trimming fat
- Browning

1.4 List types of **food items** suitable for stewing
Food items
- Meats
- Fish
- Poultry
- Vegetables
- Fruits

1.5 Describe the **benefits** of using stewing as a method of cookery
Benefits
- Juices are retained as part of the stew
- Correct slow cooking results in very little evaporation
- It is economic on fuel
- Nutrients are conserved
- Tough foods are tenderised
- Economical in labour because foods can be bulk cooked

1.6 Describe the **limitations** of using stewing as a method of cookery
Limitations
- Slow method of cookery

1.7 Explain the **health and safety points** when using stewing as a method of cookery
Health and safety points
- Select safe equipment
- Avoid touching hot surfaces
- Risk assess the task
- Avoid hazards such as handles sticking out
- Avoid splashing

Learning outcome

The learner will:

2. Understand the principles of braising as a method of cookery

Assessment criteria

The learner can:

2.1 Define braising as a method of cookery

2.2 Describe **quality checks** used when braising foods
Quality checks
- Appearance
- Freshness
- Size
- Shape
- Texture
- Type

2.3 Outline different **preparation techniques** used for braising
Preparation techniques
- Washing
- Peeling
- Cutting
- Tying
- Trimming fat
- Browning

2.4 List types of **food items** suitable for braising
Food items
- Meats
- Fish
- Poultry
- Vegetables
- Fruits

2.5 Describe the **benefits** of using braising as a method of cookery
Benefits
- Juices are retained as part of the finished dish
- Correct slow cooking results in very little evaporation
- It is economic on fuel
- Nutrients are conserved
- Tough foods are tenderised
- Economical in labour because foods can be bulk cooked

2.6 Describe the **limitations** using braising as a method of cookery
Limitations

- Slow method of cookery

2.7 Explain the **health and safety points** when using braising as a method of cookery
Health and safety points
- Select safe equipment
- Avoid touching hot surfaces
- Risk assess the task
- Avoid hazards such as handles sticking out
- Avoid splashing

The learner will:

3. Be able to cook foods by stewing

The learner can:

3.1 Select the equipment used appropriate for cookery method

3.2 Cook a range of **food items** by using stewing as a method of cookery
Food items
- Meat
- Poultry
- Fish
- Vegetables
- Fruit

3.3 Apply **quality checks** during stewing

3.4 Use equipment safely when using stewing as a method of cookery

3.5 Comply with food safety whilst using stewing as a method of cookery

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The learner will:

4. Be able to cook foods by braising

The learner can:

4.1 Select the equipment used appropriate for cookery method

4.2 Cook a range of **food items** by using braising as a method of cookery
Food items
- Meat
- Poultry
- Fish
- Vegetables
- Rice
- Fruit

4.3 Apply q**uality checks** during braising
Quality checks
- Correct Temperature
- Liquid levels
- Texture
- Evaporation

4.4 Use equipment safely when using braising as a method of cookery

4.5 Comply with food safety whilst using braising as a method of cookery

Learning outcome

The learner will:

5. Be able to finish foods when stewing and braising

Assessment criteria

The learner can:

5.1 **Finish** foods for service when using the stewing and braising methods of cookery
Finish
- Seasoning
- Correcting consistency
- Reheating
- Garnishing

5.2 Complete **quality checks** when finishing foods
Quality checks
- Against specification or recipe
- Portion size is correct
- Correct temperature for service

Unit guidance

AC 1.1- Define **stewing** as a method of cookery
Stewing is a slow – wet method of cookery where food is cut into pieces and cooked in the minimum amount of liquid, water, stock or sauce. The food and the cooking liquid are served together.
Stews have a thickened consistency. Stewed foods may be cooked
- in a covered pan on the stove
- in a covered pan in the oven (casserole)

AC 2.1- Define **braising** as a method of cookery
Braising is a slow – wet method of cookery on the stove top or in the oven. Larger pieces of food are cooked half submerged in liquid in a covered pan or casserole.
It is a combination of stewing and pot roasting.

Assessment guidance

Learners will produce a range of food items using each method of cookery to build their skills and competence to produce a range of dishes. Learners will cook each of the food items listed and use to make simple dishes

Learning how to make menu items that contribute to dishes – how to use these cooking methods to make these items when preparing these dishes

Learners will build up the use of these cooking methods in conjunction with those in other units to use in combination to create dishes

Unit 212   Cooking methods, techniques and commodities: baking, roasting and grilling

Unit aim: Understanding different cooking methods provides the modern-day chef with the tools and techniques to better meet their guest expectations. Knowing how to select suitable quality ingredients coupled with correct preparation, cooking and finishing techniques, ensures the finished product meets an establishment standard contributing to a guest's positive overall dining experience.

The aim of this unit is for learners to produce a range of items using baking, roasting and grilling techniques which can be incorporated to produce a range of dishes. This will include making a variety of dishes focused on using these methods.

Learners will develop knowledge of these cooking methods and the related food commodities to develop dishes that are produced using these techniques. They will learn the principles of baking, roasting and grilling applying the skills they have learned in the mise en place unit, selecting appropriate equipment, checking quantity, checking ingredient quality, preparing food and cook foods using these methods. They will develop skills to produce a range of dishes, from the checking of ingredients to the final preparation of the dish. Learners will gain the skills and knowledge required to create new and exciting dishes that will enhance any modern-day menu.

When being assessed for this unit, learners will also be assessed against the mise en place criteria; selection of equipment, checking of quality and quantity and correct preparation of food for the relevant cooking method.

Learning outcome

The learner will:

Understand the principles of baking as a method of cookery

Assessment criteria

The learner can:

1.1 Define baking as a method of cookery

1.2 Describe **quality checks** used when baking foods
Quality checks
- Appearance
- Size
- Shape
- Texture
- Even colour
- Crustiness
- Setting points

1.3 Outline different **preparation techniques** used for baking
Preparation techniques
- Glazing
- Docking
- Blind baking
- Egg washing

1.4 List types of **food items** suitable for baking
Food items
- Meats
- Fish
- Pastry
- Dough products
- Eggs
- Vegetables
- Cakes
- Egg custards
- Baked potatoes
- Fruits
- Rice

1.5 Describe the **benefits** of using baking as a method of cookery
Benefits
- A wide range of savoury and sweet foods can be produced
- Baked products are appealing to the eye and to the mouth.

1.6 Describe the **limitations** of using baking as a method of cookery
Limitations
- Requires regular attention
- Expensive energy

1.7 Explain the **health and safety points** when using baking as a method of cookery
Health and safety points
- Select safe equipment
- Avoid touching hot surfaces
- Risk assess the task
- Avoid hazards such as leaving hot trays on surfaces

The learner will:

2. Understand the principles of roasting as a method of cookery

Assessment criteria

The learner can:

2.1 Define roasting as a method of cookery

2.2 Describe **quality checks** used when roasting foods
Quality checks
- Appearance
- Size
- Shape
- Marbling
- Even fat content

2.3 Outline different **preparation techniques** used for roasting
Preparation techniques
- Trussed/ tied
- Peeled
- Even size cuts
- Deseeded
- Seasoned
- Oiled
- Larding
- Trivet

2.4 List types of **food items** suitable for roasting
Food items
- Meats
- Poultry
- Game
- Fish
- Vegetables

2.5 Describe the **benefits** of using roasting as a method of cookery
Benefits
- Good quality meat and poultry is tender when roasted
- Meat juices from the joint are used for gravy
- Use of energy and oven temperature can be controlled
- Cooking can be observed (transparent oven doors)
- Basting with meat juices adds to a distinctive flavour
- Maillard effect / browning adds to flavour

2.6 Describe the **limitations** of using roasting as a method of cookery

Limitations
- Requires regular attention
- Expensive energy

2.7 Explain the **health and safety points** when using roasting as a method of cookery
Health and Safety points
- Select safe equipment
- Avoid touching hot surfaces
- Risk assess the task
- Avoid hazards such as leaving hot trays on surfaces
- Avoid splashes from hot oils

Learning outcome

The learner will:

3. Understand the principles of grilling as a method of cookery

Assessment criteria

The learner can:

3.1 Define grilling as a method of cookery

3.2 Describe **quality checks** used when grilling foods
Quality checks
- Appearance
- Size
- Shape
- Marbling
- Even fat content

3.3 Outline different **preparation techniques** used for grilling
Preparation techniques
- Pre-heating
- Oiling
- Marinating
- Glazing
- Scoring

3.4 List types of **food items** suitable for grilling
Food items
- Meats
- Fish
- Vegetables
- Fruits

3.5 Describe the **benefits** of using grilling as a method of cookery

Benefits
- Food can be quickly cooked to order
- Charring foods gives them a pleasing appearance and better flavour
- Better control as food is visible during cooking
- Excess fats drain away from the food for healthier diet

3.6 Describe the **limitations** of using grilling as a method of cookery
Limitations
- Requires regular attention
- Most suitable for expensive cuts of meats
- Requires greater skill

3.7 Explain the **health and safety points** when using grilling as a method of cookery
Health and safety points
- Select safe equipment
- Avoid touching hot surfaces
- Risk assess the task
- Avoid hazards such as leaving hot trays on surfaces
- Fire precaution

Learning outcome

The learner will:

4. Be able to cook foods by baking

Assessment criteria

The learner can:

4.1 Select the equipment used appropriate for cookery method

4.2 Cook a range of **food items** by using baking as a method of cookery
Food items
- Meats / Fish
- Vegetables
- Pastry
- Eggs
- Cakes
- Egg custards
- Fruits
- Rice

4.3 Apply **quality checks** during baking
Quality checks
- Correct Temperature
- Even temperature
- Accurate timing
- Humidity

- Texture
- Colour
- Setting point

4.4 Use equipment safely when using baking as a method of cookery

4.5 Comply with food safety whilst using baking as a method of cookery

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The learner will:

5. Be able to cook by roasting

The learner can:

5.1 Select the equipment used appropriate for cookery method

5.2 Cook a range of **food items** by using roasting as a method of cookery
Food items
- Meats / Poultry/ Fish
- Vegetables

5.3 Apply q**uality checks** during roasting
Quality checks
- Correct Temperature
- Even temperature
- Accurate timing
- Texture
- Colour

5.4 Use equipment safely when using roasting as a method of cookery

5.5 Comply with food safety whilst using roasting as a method of cookery

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The learner will:

6. Be able to cook foods by grilling

The learner can:

6.1 Select the equipment used appropriate for cookery method

6.2 Cook a range of **food items** by using grilling as a method of cookery
Food items
- Meats
- Fish
- Vegetables
- Fruits

6.3 Apply **quality checks** during grilling
Quality checks
- Correct Temperature
- Even colour

6.4 Use equipment safely when using grilling as a method of cookery

6.5 Comply with food safety whilst using grilling as a method of cookery

Learning outcome

The learner will:

7. Be able to finish foods when baking, roasting and grilling

Assessment criteria

The learner can:

7.1 **Finish** foods for service when using baking, roasting and grilling methods of cookery
Finish
- Seasoning
- Correcting consistency
- Food is set / cooked
- Food is correct colour
- Food is glazed if required
- Garnishing

7.2 Complete **quality checks** when finishing foods
Quality checks
- Against specification or recipe
- Portion size is correct
- Temperature of food is correct for serving

Unit guidance

AC1.1 Define **baking** as a method of cookery

Baking is the slowest method of cooking food by dry heat, primarily in an oven (the action is modified by steam).

During the baking process steam rises from the water content of the food and combines with the dry heat of the oven to cook the food.

Increased humidity baking: during the baking process with some foods (bread) the oven humidity is increased by placing a bowl of water into the oven to increase the water content of the food and to improve eating quality.

To help slow down the process during the baking process, food is placed in a container of water (bain-marie) to cook the food more slowly and avoid over setting of protein.

AC2.1 Define **roasting** as a method of cookery
Roasting is cooking in dry heat in an oven or on a spit with the aid of fat or oil.

AC3.1 Define **grilling** as a method of cookery
Grilling is a fast method of cooking by radiant heat (also called broiling).

Assessment guidance

Learners will produce a range of food items using each method of cookery to build their skills and competence to produce a range of dishes. Learners will cook each of the food items listed and use to make simple dishes

Learning how to make menu items that contribute to dishes – how to use these cooking methods to make these items when preparing these dishes

Learners will build up the use of these cooking methods in conjunction with those in other units to use in combination to create dishes

Unit 213   Cooking methods, techniques and commodities: deep and shallow frying

Unit aim:	Understanding different cooking methods provides the modern-day chef with the tools and techniques to better meet their guest expectations. Knowing how to select suitable quality ingredients coupled with correct preparation, cooking and finishing techniques, ensures the finished product meets an establishment standard contributing to a guest's positive overall dining experience. The aim of this unit is for learners to produce a range of items using deep frying and shallow frying techniques which can be incorporated to produce a range of dishes. This will include making a variety of dishes focused on using these methods. Learners will develop knowledge of these cooking methods and the related food commodities to develop dishes that are produced using these techniques. They will learn the principles of deep frying and shallow applying the skills they have learnt in the mise en place unit, selecting appropriate equipment, checking quantity, checking ingredient quality, preparing food and cook foods using these methods. They will develop skills to produce a range of dishes, from the checking of ingredients to the final preparation of the dish. Learners will gain the skills and knowledge required to create new and exciting dishes that will enhance any modern-day menu. When being assessed for this unit, learners will also be assessed against the mise en place criteria; selection of equipment, checking of quality and quantity and correct preparation of food for the relevant cooking method.

Learning outcome

The learner will:

1. Understand the principles of deep frying as a method of cookery

Assessment criteria

The learner can:

1.1 Define **deep frying** as a method of cookery
Deep frying
• Dry method of cookery

- Oil/Fat temperature
- Type of oil/fat

1.2 Describe **quality checks** used when deep frying foods
Quality checks
- Appearance
- Freshness
- Size
- Shape
- Texture
- Type

1.3 Outline different **preparation techniques** used for deep frying
Preparation techniques
- Washing
- Peeling
- Cutting
- Blanching
- Coating
- Draining

1.4 List types of **food items** suitable for deep frying
Food items
- Fish
- Fruit
- Meat
- poultry
- Vegetable
- Dough based
- Pastry based

1.5 Describe the **benefits** of using deep frying as a method of cookery
Benefits
- Quick method of cookery
- Adds colour
- Seals in flavour
- Adds texture

1.6 Describe the **limitations** of using deep frying as a method of cookery
Limitations
- Destroys certain nutrients
- Adds additional oils/fats into the diet

1.7 Explain the **health and safety points** when using deep frying as a method of cookery
Health and safety points
- Select safe equipment
- Avoid touching hot surfaces
- Risk assess the task
- Avoid overfilling
- Avoid dropping foods into hot oil/fats

The learner will:

2. Understand the principles of shallow frying as a method of cookery

Assessment criteria

The learner can:

2.1 Define **shallow frying** as a method of cookery
Shallow frying
- Dry method of cookery
- Oil/Fat temperature
- Type of oil/fat
- Stir frying
- Sautéing

2.2 Describe **quality checks** used when shallow frying foods
Quality checks
- Appearance
- Freshness
- Size
- Shape
- Texture
- Type

2.3 Outline different **preparation techniques** used for shallow frying
Preparation techniques
- Washing
- Peeling
- Cutting
- Batting
- Coating
- Marinating
- Mixing

2.4 List types of **food items** suitable for shallow frying
Food items
- Eggs
- Fish
- Fruit
- Meats
- batter-based products
- Noodles
- Pasta
- Poultry
- Rice
- Vegetables

2.5 Describe the **benefits** of using shallow frying as a method of cookery
Benefits
- Quick method of cookery
- Maintains colour
- Maintains food texture
- Seals in flavour

2.6 Describe the **limitations** of using shallow frying as a method of cookery
Limitations
- Destroys certain nutrients

2.7 Explain the **health and safety points** when using shallow frying as a method of cookery
Health and safety points
- Select safe equipment
- Avoid touching hot surfaces
- Risk assess the task
- Avoid hazards such as handles sticking out
- Avoid overfilling
- Avoid dropping foods into hot oil/fats

Learning outcome

The learner will:

3. Be able to cook foods by deep frying

Assessment criteria

The learner can:

3.1 Select the equipment used appropriate for cookery method

3.2 Cook **food items** by using deep frying as a method of cookery
Food items
- Fish
- Fruit
- Meat
- Poultry
- Vegetable
- Dough based
- Pastry based

3.3 Apply **quality checks** during deep frying
Quality checks
- Correct Temperature
- Oil/fat levels
- Texture
- Colour

3.4 Maintain health and safety standards when using deep frying as a method of cookery

3.5 Comply with food safety standards whilst using deep frying as a method of cookery

Learning outcome

The learner will:

4. Be able to cook foods by shallow frying

Assessment criteria

The learner can:

4.1 Select the equipment used appropriate for cookery method

4.2 Cook **food items** by using shallow frying as a method of cookery
Food items
- Eggs
- Fish
- Fruit
- Meats
- batter-based products
- Noodles
- Pasta
- Poultry
- Rice
- Vegetables

4.3 Apply **quality checks** during shallow frying
Quality checks
- Correct Temperature
- Oil/fat levels
- Texture
- Colour

4.4 Maintain health and safety standards when using shallow frying as a method of cookery

4.5 Comply with food safety standards whilst using shallow frying as a method of cookery

Learning outcome

The learner will:

5. Be able to finish foods when deep frying and shallow frying

Assessment criteria

The learner can:

5.1 **Finish** foods for service when using deep frying and shallow frying methods of cookery
Finish
- Seasoning
- Correcting consistency
- Dressing/Saucing
- Cooling-Refreshing
- Reheating
- Garnishing
- Coating

5.2 Complete **quality checks** when finishing foods
Quality checks
- Against specification or recipe
- Portion size is correct
- Temperature of food
- Seasoning

Unit guidance

Learners will produce a range of food items using each method of cookery to build their skills and competence to produce a range of dishes. Learners will cook each of the food items listed and use to make simple dishes

Learning how to make menu items that contribute to dishes – how to use these cooking methods to make these items when preparing these dishes

Learners will build up the use of these cooking methods in conjunction with those in other units to use in combination to create dishes

Unit 214   Understand food commodities

Unit aim: Working in a busy modern kitchen is a skilled role which includes understanding the quality of commodities, and how they may be best utilised. Whatever type of kitchen a commis chef works in, understanding the correct use of commodities will be invaluable throughout their career as a chef. Commodities will vary from kitchen to kitchen, country to country but the basic knowledge of different types of commodities will enable the commis chef to effectively apply the fundamental principles and knowledge learned in this unit to produce quality menu items.

The aim of this unit is to develop the knowledge needed to effectively prepare, cook and finish dishes using a wide range of commodities and techniques. They will understand how commodities can be the focus of a dish or used to enhance a dish and apply their knowledge for different situations.

In this unit the learner will develop their knowledge of the key commodity groups; types, preparation, preservation, finishing and quality points for finished dishes.

Learning outcome

The learner will:

1. Know the types, preparation and finishing of stocks, soups and sauces

Assessment criteria

The learner can:

1.1 Describe types of **stocks, soups and sauces**
Stocks
- Fish
- Meat/Poultry
- Vegetable
- Convenience products

Soups
- Bisques
- Broth
- Chowder

- Clear
- Cream
- Purée
- Velouté
- Cold

Sauces
- Béchamel derivatives
- Brown sauces
- Cold
- Emulsified
- Foams
- Gravies
- Purées
- Reductions
- Velouté derivatives

1.2 Describe the **preparation techniques** for stocks, soups and sauces
Preparation techniques
- Washing
- Cutting
- Blanching
- Browning
- Checking and preparing bones

1.3 Describe the **cooking techniques** for stocks, soups and sauces
Cooking techniques
- Simmering
- Boiling
- Skimming

1.4 State timings for cooking of **stocks**
Stocks
- Brown
- White
- Fish
- Vegetable

1.5 Describe the **finishing techniques** for stocks, soups and sauces
Finishing techniques

Stocks
- Skimming
- Straining
- Chilling

Soups
- Adjusting consistency
- Seasoning
- Chilling
- Garnishing

- Passing

Sauces
- Adjusting consistency
- Seasoning
- Chilling
- Garnishing
- Passing

1.6 Describe the **quality points** in finished stocks, soups and sauces
Quality Points
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

2. Know the types, preparation and finishing of meat and offal

Assessment criteria

The learner can:

2.1 State types of **meat and offal**
Meat
- Red meat
- White meat

Offal
- Liver
- Kidneys
- Tongue
- Tail
- Sweetbreads
- Heart

2.2 Describe **cuts and joints** of meat and offal
Cuts and joints
- **Beef**– shin, brisket, sirloin, fillet, T-Bone, rump, chuck, neck, fore rib, topside, thick flank, leg
- **Lamb** – neck, shoulder, best end, saddle, leg, breast
- **Pork** – head, shoulder, loin, leg, belly, fillet, trotter

- **Veal** - cushion, loin, cutlets, escalopes

2.3 Describe suitable **preservation methods** for meat and offal
Preservation methods
- Curing
- Drying
- Freezing
- Marinating
- Salting
- Smoking
- Vac packing
- Tenderizing

2.4 Describe the **preparation techniques** for **meat and offal**
Preparation techniques

Meat
- Boning
- Dicing
- Jointing
- Larding
- Mincing
- Skinning
- Slicing
- Stuffing
- Trimming
- Tying/securing

Offal
- Boning
- Dicing
- Mincing
- Skinning
- Slicing
- Trimming
- Tying/securing

2.5 Describe the **finishing techniques** for meat and offal dishes
Finishing techniques
- Adjusting consistency
- Carving
- Chilling
- Garnishing
- Resting
- Seasoning
- Saucing
- Skimming

2.6 Describe the **quality points** in finished meat and offal dishes
Quality points
- Aroma

- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

3. Know the types, preparation and finishing of poultry

Assessment criteria

The learner can:

3.1 Identify types of **poultry**
Poultry
- Chicken
- Duck
- Goose
- Guinea fowl
- Poussin
- Turkey

3.2 Describe **cuts and joints** of poultry
Cuts and joints
- Breasts
- Dice
- Drumstick
- Escalopes
- Flat/Spatchcock
- Legs
- Strips
- Sauté
- Suprêmes
- Thighs
- Whole

3.3 Describe suitable **preservation methods** for poultry
Preservation methods
- Curing
- Drying
- Freezing
- Marinating
- Smoking

- Vac packing
- Tenderizing

3.4 Describe the **preparation techniques** for poultry
Preparation techniques
- Boning
- Mincing
- Skinning
- Slicing
- Stuffing
- Trimming
- Tying/securing
- Trussing

3.5 Describe the **finishing techniques** for poultry dishes
Finishing techniques
- Adjust consistency
- Carving
- Chilling
- Garnishing
- Resting
- Seasoning
- Saucing
- Skimming

3.6 Describe the **quality points** in finished poultry dishes
Quality points
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

4. Know the types, preparation and finishing of fish and shellfish

Assessment criteria

The learner can:

4.1 Identify types of **fish**
Fish
- Fresh water

- Flat
- Oily
- Round
- Exotic

4.2 Identify types of **shellfish**
Shellfish
- Crustacean
- Cephalopods
- Mollusca

4.3 Describe **cuts and folds** of types of fish
Cuts and folds
- Darne
- Délice
- Double fillets
- En tresse
- Fillets,
- Goujonette
- Goujons
- Paupiettes
- Sole colbert
- Suprême
- Tronçon

4.4 Know suitable **preservation methods** for fish and shellfish
Preservation methods
- Curing
- Drying
- Freezing
- Marinating
- Pickling
- Salting
- Smoking
- Vac packing
- Tenderizing

4.5 Describe the **preparation techniques** for fish and shellfish dishes
Preparation techniques
Fish
- Cleaning
- Coating/crumbing
- Filleting
- Gutting
- Mincing/blending
- Portioning
- Scaling
- Skinning
- Stuffing
- Trimming
- Wrapping

Shellfish
- Boiling
- Removing Byssus threads
- Coating/crumbing
- Debearding
- Mincing/blending
- Purging
- Removing barnacles
- Removing beak and bone
- Removing meat from claws, body, legs and shell
- Stuffing
- Trimming
- Washing clean

4.6 Describe the **finishing techniques** for fish and shellfish dishes
Finishing techniques
- Adjust consistency
- Carving
- Chilling
- Garnishing
- Resting
- Seasoning
- Saucing
- Skimming

4.7 Describe the **quality points** in finished fish and shellfish dishes
Quality points
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

5. Know the types, preparation and finishing of fruit, vegetables and pulses

Assessment criteria

The learner can:

5.1 Identify types of **fruits**, **vegetables** and **pulses**

Fruits
- Citrus
- Hard
- Soft
- Stoned
- Tropical

Vegetables
- Bulbs
- Fungi
- Flower
- Leaves and brassicas
- Nuts
- Pods and seeds
- Roots
- Sea vegetable
- Squash
- Stems and shoots
- Tubers
- Vegetable protein

Pulses
- Beans
- Peas
- Lentils

5.2 Identify **cuts** used in the preparation of fruit, vegetables and pulses
Cuts
- Brunoise
- Baton
- Chiffonade
- Jardiniere
- Julienne
- Macedoine
- Mirepoix
- Paysanne

5.3 Know suitable **preservation methods** for fruit, vegetables and pulses
Preservation methods
- Drying
- Canning
- Freezing
- Marinating
- Pickling
- Smoking
- Vac packing

5.4 Describe the **preparation techniques** for fruit, vegetables and pulses
Preparation techniques
- Blanching
- Coating

- Concassè
- Coring
- Cutting
- Crushing
- Deseeding
- Marinating
- Peeling
- Portioning
- Scoring
- Segmenting
- Skinning
- Soaking
- Sorting
- Stuffing
- Trimming
- Tying
- Washing
- Re-washing
- Stoning
- Boiling
- Draining

5.5 Describe the **finishing techniques** for fruit, vegetables and pulses
Finishing techniques
- Adjust consistency
- Slicing
- Chilling
- Garnishing
- Gratinate
- Seasoning
- Saucing

5.6 Describe the **quality points** in finished fruit, vegetables and pulses
Quality points
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

6. Know the types, preparation and finishing of farinaceous and egg dishes

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Assessment criteria

The learner can:

6.1 Identify **types** of farinaceous ingredients and eggs
Types

Rice
- Glutinous rice
- Long grain
- Medium grain
- Short grain

Pasta
- Dried pasta
- Filled
- Fresh pasta

Grain
- Barley
- Buckwheat
- Corn/maize
- Millet
- Oats
- Quinoa
- Rye
- Wheat

Gnocchi
- Choux paste
- Potato
- Semolina

Eggs
- Chicken
- Duck
- Ostrich
- Quail
- Turkey

6.2 Know suitable **preservation methods** for farinaceous products and eggs
Preservation methods
- Drying
- Freezing
- Pasteurizing
- Pickling
- Vac packing

6.3 Describe the **preparation techniques** for farinaceous and egg dishes
Preparation techniques

Rice
- Boiling
- Chilling
- Coating
- Cutting
- Mixing
- Picking
- Rewashing
- Rolling
- Soaking
- Straining
- Stuffing
- Sweating
- Washing

Pasta
- Chilling
- Combining ingredients
- Cutting
- Filling
- Mixing
- Refreshing
- Rolling
- Straining
- Stuffing

Grain
- Chilling
- Grinding
- Mixing
- Rewashing
- Saucing
- Seasoning
- Soaking
- Washing

Gnocchi
- Chilling
- Combining ingredients
- Cutting
- Filling
- Mixing
- Refreshing
- Rolling
- Straining
- Stuffing

Eggs
- Combining ingredients
- Mixing
- Seasoning

- Whisking

6.4 Describe the **finishing techniques** for farinaceous and egg dishes
Finishing techniques
- Adjusting consistency
- Adjusting seasoning
- De-moulding
- Garnishing
- Gratinating
- Moulding
- Portioning
- Saucing
- Shaping

6.5 Describe the **quality points** in finished farinaceous and egg dishes
Quality points
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

7. Know the types, preparation and finishing of dough products

Assessment criteria

The learner can:

7.1 Describe types of **dough products**
Dough products
- Basic dough
- Enriched dough
- Fermented Dough
- batter

7.2 State **types of commodities** used in the production of dough products
Types of commodities
- Eggs
- Fats
- Flour
- Fruits/Nuts
- Liquid

- Raising agents
- Sugar

7.3 Describe the **preparation techniques** for dough products
Preparation techniques
- Weighing / measuring
- Rolling
- Kneading
- Developing
- Proving
- Resting
- Knocking back
- Dividing
- Shaping
- Glazing
- Dusting
- Scoring

7.4 Describe the **finishing techniques** for dough products
Finishing techniques
- Icing
- Dusting
- Egg wash
- Brushing
- Glazing
- Piping
- Filling

7.5 Describe the **quality points** in finished dough products
Quality points
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

8. Know the types, preparation and finishing of pastry products

Assessment criteria

The learner can:

8.1 Describe types of **pastry**
Pastry
- Choux
- Filo
- Puff
- Short
- Sweet

8.2 State **types of commodities** used in the production of pastry products
Types of commodities
- Flour
- Fats
- Sugar
- Liquid

8.3 Describe the **preparation techniques** for pastry products
Preparation techniques
- Weighing /measuring
- Rubbing-in
- Creaming
- Folding
- Rolling
- Resting
- Beating
- Boiling/melting

8.4 Describe the **finishing techniques** for pastry products
Finishing techniques
- Brushing
- Dusting
- Egg wash
- Filling
- Glazing
- Icing
- Piping

8.5 Describe the **quality points** in finished pastry products
Quality points
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

The learner will:

9. Know the types, preparation and finishing of hot and cold desserts

Assessment criteria

The learner can:

9.1 Identify types of **hot and cold desserts**
Hot desserts
- Batter based
- Fruit based
- Milk based
- Pastry
- Rice based
- Soufflés
- Sponge

Cold desserts
- Bavarois based
- Fruit based
- Iced
- Meringue
- Mousse
- Pastry based
- Set egg custard
- Soufflé

9.2 Describe **types of commodities** used in the production of hot and cold desserts
Types of commodities
- Creams
- Fats
- Flavourings, colourings and essence
- Flour
- Fruits
- Rice / Grains
- Setting agents
- Sugar

9.3 Describe the **preparation techniques** for hot and cold desserts
Preparation techniques
- Weighing/measuring
- Aerating
- Whisking
- Sugar boiling
- Blending
- Passing/straining

- Lining
- Piping
- Shaping
- Creaming
- Folding
- Mixing
- Beating
- Sieving
- Rolling
- Churning

9.4 Describe the **finishing techniques** for hot and cold desserts
Finishing techniques
Hot
- Decorating
- Dusting
- Filling
- Garnishing
- Glazing
- Icing
- Piping
- Saucing

Cold
- Chilling
- Decorating
- Dusting
- Filling
- Garnishing
- Glazing
- Icing
- Piping
- Portioning
- Saucing

9.5 Describe the **quality points** in finished hot and cold desserts
Quality points
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Unit guidance

The delivery of this unit should be undertaken in a holistic and incorporated into the practical delivery.

AC 2.2 - Teacher guidance – Knowledge should include - fat, use of muscle, connective tissue, quality points

AC 3.2 - Teacher guidance – Knowledge should include - fat, use of muscle, connective tissue, quality points

AC4.3 - Teacher guidance – Knowledge should include - quality points

Appendix 1   Mapping of 8064 Global Qualification to 8065 IVQ

The following table shows how the content unit of the new 8064-01 Level 2 Diploma in Food Preparation and Culinary Arts maps against the content of units in 8065-02 Level 2 Diploma in Food Preparation and Cooking (Culinary Arts).

Note that previous experience or qualification gained may reduce the amount of learning hours required. However, all the assessments **must** be completed successfully in order achieve this qualification.

Unit no	Unit name	Mapping information
201	Understand the hospitality industry	201 Introduction to the hospitality and catering industry - LO1
202	Understand business success	202 Safety at work 219 Catering operations, costs and menu planning LO3 201 Introduction to the hospitality and catering industry-L02 *8065-202 is Health and Safety only.* *8064 unit includes other legislation, costs, technology*
203	Provide guest service	204 Customer service in hospitality and catering industry - LO1 103 Customer service in hospitality and catering industry - LO1 *8064-203 is only theory - LO1 practical covered in 222*
204	Awareness of sustainability in the hospitality industry	*New content*
205	Professional workplace standards	201 Introduction to the hospitality and catering industry - LO1, LO2
206	Understand own role in self development	*New content*
207	Food safety	203 Food safety in catering *Similar - updated content and terminology* *Can be claimed through RPL using unit 806 Food safety (proxy)*
208	Meet guest requirements through menu planning	206 Healthier foods and special diets *8064 unit has more detail on guest requirements*
209	Mise en place	207 Prepare, cook and finish stocks, soups and sauces 208 Prepare, cook and finish fish and shellfish dishes 209 Prepare, cook and finish meat, poultry and offal 210 Prepare, cook and finish vegetables, fruit and pulses 211 Prepare, cook and finish rice, grain, farinaceous products and egg dishes 212 Prepare, cook and finish bakery products

Unit no	Unit name	Mapping information
		213 Prepare, cook and finish hot and cold desserts and puddings 110 Introduction to basic kitchen procedures *A new unit which separates out the preparation techniques*
210	Cooking methods, techniques and commodities: boiling, poaching and steaming	207 Prepare, cook and finish stocks, soups and sauces 208 Prepare, cook and finish fish and shellfish dishes 209 Prepare, cook and finish meat, poultry and offal 210 Prepare, cook and finish vegetables, fruit and pulses 211 Prepare, cook and finish rice, grain, farinaceous products and egg dishes 213 Prepare, cook and finish hot and cold desserts and puddings 108 Prepare, cook and finish foods by boiling, poaching and steaming *The new structure of units means that the content of practical 8065 units is now spread across new units. All theory for the commodities is included in 214 and preparation in 209*
211	Cooking methods, techniques and commodities: stewing and braising	207 Prepare, cook and finish stocks, soups and sauces 208 Prepare, cook and finish fish and shellfish dishes 209 Prepare, cook and finish meat, poultry and offal 210 Prepare, cook and finish vegetables, fruit and pulses 211 Prepare, cook and finish rice, grain, farinaceous products and egg dishes 213 Prepare, cook and finish hot and cold desserts and puddings 107 Prepare, cook and finish food by braising and stewing
212	Cooking methods, techniques and commodities: baking, roasting and grilling	208 Prepare, cook and finish fish and shellfish dishes 209 Prepare, cook and finish meat, poultry and offal 210 Prepare, cook and finish vegetables, fruit and pulses 211 Prepare, cook and finish rice, grain, farinaceous products and egg dishes 212 Prepare, cook and finish bakery products 213 Prepare, cook and finish hot and cold desserts and puddings 109 Prepare, cook and finish food by baking, roasting and grilling
213	Cooking methods, techniques and commodities: deep and shallow frying	208 Prepare, cook and finish fish and shellfish dishes 209 Prepare, cook and finish meat, poultry and offal 210 Prepare, cook and finish vegetables, fruit and pulses 211 Prepare, cook and finish rice, grain, farinaceous products and egg dishes 213 Prepare, cook and finish hot and cold desserts and puddings 106 Prepare, cook and finish foods by frying
214	Understand food commodities	207 Prepare, cook and finish stocks, soups and sauces 208 Prepare, cook and finish fish and shellfish dishes 209 Prepare, cook and finish meat, poultry and offal 210 Prepare, cook and finish vegetables, fruit and pulses 211 Prepare, cook and finish rice, grain, farinaceous products and egg dishes 212 Prepare, cook and finish bakery products 213 Prepare, cook and finish hot and cold desserts and puddings

Appendix 2 Sources of general information

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

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:
- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Appendix 3   Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**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	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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