Level 3 Advanced Diploma in Culinary Arts and Supervision (8064-06)

Qualification Handbook

Qualification at a glance

Subject area	Hospitality and Catering
City & Guilds number	8064
Entry requirements	None
Assessment types	Practical 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 3 Advanced Diploma in Culinary Arts and Supervision	470	675	8064-06

Change log

Version	Change detail	Section
1, Jan 2020	First published – details TBC	N/A
1.1, Feb 2020	Qualification title changed from *Level 3 Diploma in Culinary Arts and Supervision* to *Level 3 Advanced Diploma in Culinary Arts and Supervision*	Throughout
1.2, Sep 2020	First finalised version published	
1.3, Jan 2021	Evolve test duration added	Assessment
1.4, Feb 2021	Minor typos amended	Units
2.0 November 2021	Changes made to Assessment Criteria 1.1 and 3.3	Unit 306 Monitoring and supervision of food safety

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 3 Advanced Diploma in Culinary Arts and Supervision is for candidates who have gained experience as a chef and wish to extend their knowledge of the planning and monitoring of operations and staff within the kitchen environment and broaden their overall knowledge of operating successfully within the wider hospitality industry. Candidates will be required to demonstrate their supervisory skills, both knowledge based and practically, in order to fulfil the requirements of 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 employment or through our Global Certification Offer to recognise their skills and experience as they progress in the industry.

2 Structure

To achieve the Level 3 Advanced Diploma in Culinary Arts and Supervision, learners must achieve all of the units listed in the table below.

8064-06 Level 3 Advanced Diploma in Culinary Arts and Supervision			
City & Guilds unit number	**Unit title**	**GLH**	**TUT**
301	Developing opportunities for progression in the culinary industry	25	40
302	Supervise and monitor own section	30	40
303	Contribute to business success	50	70
304	Contribute to the guest experience	40	70
305	Sustainability in professional kitchens	15	30
306	Monitoring and supervision of food safety	30	35
307	Produce and present advanced starters using standardised recipes	80	110
308	Produce and present advanced main course dishes using standardised recipes	120	170
309	Produce and present advanced desserts and dough using standardised recipes	80	110

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
8064-06 Level 3 Advanced Diploma in Culinary Arts and Supervision	470	675

3 Centre requirements

Approval

If your Centre is approved to offer the qualification 8065-04 Level 3 Advanced Diploma in Food Preparation and Cookery Supervision, then you will be given automatic approval for the new **8064-06 Level 3 Advanced Diploma in Culinary Arts and Supervision**.

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 working in 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, display cabinets 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. It is recommended that learners have either completed a formal Level 2 qualification, or have comparable experience within the industry.

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 (306, 310, 311)

Assessment number	Assessment title	Type	Grading	Units covered
306	Monitoring and supervision of food safety	Evolve - on demand multiple choice test	PX	306
310	Culinary Arts and Supervision - Theory test	Evolve - on demand multiple choice test	PX	301*, 303, 304, 305
311	Culinary Arts and Supervision – Practical assessment	Practical assessments	PX	301, 302, 307, 308, 309

Some learning outcomes only (see test specification below). The remaining learning outcome 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.

306 Monitoring and supervision of food safety		
Duration: 45 minutes		
Outcome number	**Marks**	**%**
1. Understand the role of the supervisor in ensuring compliance with food safety legislation	6	24%
2. Understand the application and monitoring of food safety practices	10	40%
3. Understand how to implement food safety management procedures	9	36%
Total	**25**	**100%**

310 Culinary Arts and Supervision - Theory test		
Duration: 60 minutes		
Unit number	**Marks**	**%**
301 Developing opportunities for progression in the culinary industry (LO 1, 2, 3)	7	18%
303 Contribute to business success	14	35%
304 Contribute to the guest experience	11	28%
305 Sustainability in professional kitchens	8	20%
Total	**40**	**100%**

Practical assessments

Learners are required to successfully complete practical 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 305 Food safety supervision for catering* (UAN: R/503/7864) in *8065-04 Level 3 Advanced Diploma in Food Preparation and Cookery Supervision*, are **not required** to achieve the test *306 Monitoring and supervision of food safety* in this qualification.

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 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 301   Developing opportunities for progression in the culinary industry

Unit aim:	Hospitality is one of the fastest growing global industries that can provide rewarding jobs and career opportunities locally, nationally and internationally. Understanding the diverse range of job roles within a professional kitchen and their associated job tasks and the role of supervision in a professional kitchen for can allow learners to explore potential progression routes within the industry.
	The aim of this unit is to provide learners with an understanding of the role of the Chef de Partie within a professional kitchen, as well as the roles and responsibilities of other staff members. It will also provide learners with an understanding of the techniques available to support their development.
	Learners will gain knowledge of the key qualities required of a Chef de Partie, progression opportunities and how they this can be achieved through development.

Learning outcome

The learner will:

1. Understand the roles and opportunities within a professional kitchen

Assessment criteria

The learner can:

1.1 Describe key activities of **junior** level staff in a professional kitchen
Junior
- Pastry Chef
- Commis/Line Chef
- Kitchen/Catering Assistant
- Apprentice/Trainee
- Kitchen Porter

1.2 Describe key activities of **supervisory** level staff in a professional kitchen
Supervisory
- Sous Chef
- Junior Sous Chef
- Chef De Partie

1.3 Describe key activities of **managerial** level staff within a professional kitchen
Managerial

- Executive Chef
- Master Chef
- Chef de Cuisine
- Kitchen/Catering Manager

1.4 Describe **progression routes** available in the culinary industry
Progression routes
- Vertical/Horizontal
- Trainee
- Apprentice/Graduate
- Team member
- Supervisor
- Front line manager
- Department manager
- Senior manager

1.5 Describe the responsibilities of a Chef de Partie in different **types of establishments**
Types of establishments
- Chained restaurant
- Hotel
- Cruise liners
- Transport sector
- Armed forces
- Michelin starred
- Public sector

Learning outcome

The learner will:

2. Understand the attributes of a Chef de Partie

Assessment criteria

The learner can:

2.1 State the **qualities** required of a Chef de Partie
Qualities
- Ability to handle stress
- Appearance
- Attention to detail
- Attitude
- Communication
- Creativity
- Curiosity and desire to learn
- Flexibility
- Guest experience skills
- Honesty
- Multi-tasking
- Organisational skills

- Planning
- Problem solving
- Reliability
- Resilience
- Respecting diversity
- Stamina
- Time keeping
- Responsibility
- Willingness to accept criticism
- Willingness to develop

2.2 Describe the **technical knowledge** required of a Chef de Partie
Technical knowledge
- Recipes
- Ingredients
- Equipment
- Kitchen procedures
- Legislation
- Trend in foods
- Food safety
- Sustainability awareness
- Specialisms
- Commercial awareness

2.3 Describe **leadership styles**
Leadership styles
- Autocratic/authoritarian
- Democratic/participative
- Laissez-faire/delegative

2.4 Describe the role of the Chef de Partie in kitchen **supervision**
Supervision
- Support staff
- Coach staff
- Develop staff
- Train staff
- Create effective working relationships
- Target setting
- Ongoing review
- Motivate staff

Learning outcome

The learner will:

3. Understand how to apply knowledge and skills acquired from training or learning activities to improve working practice

Assessment criteria

The learner can:

3.1 Describe the types of **activities** to maximise own potential
Activities
- Attend training
- Partaking in competitions
- Professional development planning
- Personal development planning
- Take opportunities
- Act on feedback

3.2 Describe the **methods** to confirm development of skills and knowledge
Methods
- Through self-assessment
- From others (peers, line managers, guests)
- Accept feedback
- Self-evaluate
- Research
- Develop opportunities

3.3 Describe the use of **SWOT analysis** and an action plan within personal development
SWOT analysis
- Strengths
- Weakness
- Opportunities
- Threats

3.4 Explain **how to apply** knowledge and skills learnt
How to apply
- By planning
- By organising
- As an individual
- As a team
- As an organisation

3.5 Explain how to **measure** the impact of development activities on working practices
Measure
- Guest satisfaction
- Employer satisfaction
- Increased efficiency
- Personal effectiveness
- Professional effectiveness
- Job satisfaction

3.6 Explain how **reflective practice** can improve performance
Reflective practice
- Objective look at practices
- Recognise what is done well
- Learn from successes
- Learn from mistakes
- Plan for future situations
- Respond positively to change

Learning outcome

The learner will:

4. Be able to complete own professional knowledge and skills development

Assessment criteria

The learner can:

4.1 Identify own strengths and weaknesses using SWOT analysis

4.2 Develop a personal development plan to improve professional knowledge and skills

4.3 Undertake personal development activities

4.4 Evaluate their performance

Unit guidance

Learners should be taught the different roles and responsibilities of kitchen staff and should consider how these roles might differ in different types of establishments and sectors and should include for example the responsibilities of a Chef de Partie in a Michelin starred restaurant to a Chef de Partie working in the Armed Forces.

Learners will need to undertake a SWOT analysis to identify their strengths, weakness, opportunities and threats and from the outcome of the SWOT analysis and discussions with their tutor develop a personal development plan. Progression should be made against this personal development plan and then reviewed and evaluated by the learner and tutor.

Unit 302   Supervise and monitor own section

Unit aim:	In a restaurant, excellent food and service is always a team effort. If the meal is not well prepared or if the service is poor, the guest may not enjoy the dining experience. All members of the team have a role in making the guests experience memorable. For an aspiring Chef de Partie this begins with the organisation of their section and an ability to monitor quality and anticipate and manage problems The aim of this unit is to provide learners with the skills to successfully set goals and targets, develop their supervisory skills to monitor the readiness and performance of a section within a kitchen, contributing to the kitchens business success. Learners will manage operational pressure whilst planning for, monitoring and evaluating the performance of the team within a professional kitchen. Learners will also be able to respond to issues and problem solve in an appropriate manner.

Learning outcome

The learner will:

1. Be able to set goals and targets to manage own section

Assessment criteria

The learner can:

1.1 Check **service information** required to plan for food production and service
Service Information
- Numbers of guests
- Dining bookings
- Corporate bookings
- Functions bookings
- Special promotions
- Number of staff rostered
- Special requirements-requests
- Menu item availability

1.2 Create a **plan** for food production and service
Plan
- Identify role responsibility within a section
- List area of responsibility
- Outline resources/budget guidance
- Identify time constraints
- Implement standardised recipes

- Preparation check lists
- Identify energy saving measures
- Prevent excess waste

1.3 Conduct **team briefings** ready for food production and service
Team briefings
- Outline the plan for service
- Issue standardised recipes
- Issue prep-lists
- Discuss special requests
- Discuss service standards
- Motivate the team
- Identify potential issues for service – equipment, technology, staffing, resources

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Learning outcome

The learner will:

2. Be able to monitor own section to deliver service standards

Assessment criteria

The learner can:

2.1 Check own section is **prepared to produce** food dishes
Prepared to produce
- All ingredients are available
- Food preparation is complete
- Standardised recipes are at hand
- Equipment and utensils are at hand
- Staff readiness

2.2 Confirm own section is **prepared for service**
Prepared for service
- Information for service is correct and current
- Mise en place is complete
- Service dishes and plates are at hand
- Equipment is in working order
- Technology is working
- Staff readiness

2.3 Supervise **activities** to ensure the section produces food in line with the organisation's standards
Activities
- Receiving food (checks) orders
- Responding appropriately to food orders
- Cooking food to meet the organisations standard
- Communication during food production and service
- Producing food to meet the organisations standard
- Plating of food to meet the organisations standard

- Providing ongoing feedback to staff

2.4 **Monitor** own section during food production and service
Monitor
- Section performance
- Personal performance
- Food safety compliance
- Personal hygiene compliance
- Clean as you go policy compliance
- Standards of food produced
- Finishing of food as per organisation standards
- Wastage minimised
- Energy sustainability
- Managing waste appropriately

2.5 Provide **feedback** to the team following food production and service
Feedback
- Team debrief
- Individual performance feedback
- Completion of food safety documents
- Outline positives
- Outline areas for improvement

2.6 **Evaluate** the monitoring process
Evaluate
- Section performance
- Guest comments/feedback
- Compliance with policies and procedures
- Achievement of goals/targets
- What went well
- What improvements could be made if any

Learning outcome

The learner will:

3. Be able to manage pressure by solving problems within own section

Assessment criteria

The learner can:

3.1 Implement **procedures** for reducing personal and operational pressure
 Procedures
- Source up to date information
- Plan for service
- Ensure staffing levels are sufficient for workload
- Train staff to a suitable level to meet operational needs
- Identify potential issues and solutions
- Communicate the plan, objectives and goals

- Teamwork for effective delivery of service

3.2 Check for potential **personal** problems
Personal
- Physical
- Mental

3.3 Check for potential **operational** problems
Operational
- Equipment
  - Suitability
  - Safety
  - Maintenance
- Preparation for service
- Staff readiness

3.4 Apply **problem solving techniques** within own section
Problem solving techniques
- Identify/understand problem
- Devise a plan - translate
- Implement the plan- solve
- Review - check-interpret

Unit guidance

AC 3.2 Check for potential **personal** problems
- Physical (fitness, potential injuries, nutrition, hydration, energy levels, illness)
- Mental (stress, emotional pressure, family or personal issues, financial stress)

Unit 303   Contribute to business success

Unit aim:	Business success within hospitality industry relies on multiple factors. Whether in a fast food take away, a 5* hotel or hostel business are guided by legislation, health and safety and regulation. In such a competitive industry, businesses need to find ways in which to achieve a competitive advantage whist complying with the demands of legislation and health and safety regulation.
	The aim of this unit is to introduce supervisors, and aspiring supervisors to the key areas where they can make a positive contribution to business success to support their hospitality establishment in having a competitive advantage.
	Through this unit learners will understand the relevant legislation and how they have a role to play in its compliance. Learners will understand the benefits of technology, how to contribute effectively to resources and how to ensure that training can be delivered successfully.

Learning outcome

The learner will:

1. Understand relevant legislation for own section

Assessment criteria

The learner can:

1.1 Identify **legislation** requirements applied in own section
Legislation
  - Employment
  - Equality
  - Disciplinary
  - Health & Safety
  - Food safety
  - Waste disposal management
  - Chemical handling and disposal

1.2 Describe how organisations ensure **compliance** of legislation
Compliance
  - Organisational policies
  - Organisational commitment
  - Planning for accident prevention
  - Risk assessment
  - Assign responsibilities

- Implement safe practices
- Implement standard operating procedures
- Measure performance
- Audit performance
- Review performance

1.3 Describe how operational procedures are **standardised**
Standardised
- Organisational policy
- Training
- Standardised operating procedures
- Risk assessment audits
- Compliance audits

1.4 Describe how operational procedures are **communicated**
Communicated
- Induction
- Staff handbook
- Regular training updates
- Newsletters
- Email
- Staff notice board
- Internal social media platforms

1.5 Explain the **benefits** of complying with legislation
Benefits
- Protects the organisation
- Protects employees
- Promotes corporate responsibility
- Reduces risk to business
- Reduces risk associated with food safety
- Reduces risk associated with non-compliance

1.6 Describe how own section **complies with** legislation
Complies with
- Employment law/regulations – pay, work hours, breaks, PPEs
- Good kitchen design - ventilation, services, potable water, segregated areas
- Temperature controlled storage
- Food safety management systems
- Safe use of equipment
- Supervision
- Training

1.7 Explain the **key role** of a supervisor in the monitoring of food safety
Key role
- Supervision
- Monitoring
- Completing records/documents
- Training

Learning outcome

The learner will:

2. Understand how technology supports kitchen operations

Assessment criteria

The learner can:

2.1 Describe different types of **technology** used in a modern professional kitchen
 Technology
- Temperature control technology
- Financial monitoring technology
- Equipment
  - Digital control panels
  - Programmable equipment
  - Temperature probe
  - Combination of cooking methods
  - Pressurised systems
- Operational technology tools
  - rostering
  - databases
  - email
  - ordering systems
  - stock control systems
  - label/dating systems
- Staff training technology

2.2 Explain the **risks** associated with technology within the kitchen environment
Risks
- Lack of training
- Access to sensitive data by unauthorised users
- Failure of technology
- Misuse of technology
- Over reliability on technology

2.3 Explain **methods** of ensuring technology is used safely in a professional kitchen
 Methods
- Standardised operating procedures
- Checklists
- Mentoring
- Supervision
- Assessment of skills
- Staff training

2.4 Explain how using technology **supports** the operations of a professional kitchen
Supports
- Time saving
- Real time information
- Easy cooking control
- Reduces the need for highly skilled workforce

- Supports profitability
- Manages food safety
- Supports sustainability
- Track data to inform business decisions

Learning outcome

The learner will:

3. Understand how to contribute effectively to managing resources within budget

Assessment criteria

The learner can:

3.1 Describe different types of **information** required to support planning and managing resources
 Information
- Budgetary sources
- Numbers of guests/covers
- Previous sales records
- Food costings
- Dish performance
- Staff costs
- Overhead costs
- Cost of ingredients
- Equipment costs

3.2 Explain the **purpose** of a budget
Purpose
- Provide a model of how a business might/should perform
- Allocate resources
- A benchmark for controlling on going activity
- A basis for evaluating performance of teams and organisations

3.3 Describe **different budgets** used within a professional kitchen
Different budgets
- Forecasting budgets
- Financial
- Revenue
- Cost of sales
- Staff costs/ payroll
- Overheads
- Waste management budget

3.4 Explain how to **contribute** towards meeting budget demands
Contribute
- Implement planning strategies
- Manage resources effectively
- Set targets and goals – key performance indicators (KPIs)
- Monitor targets and goals

- Respond to issues in a timely fashion
- Evaluate performance
- Identify areas for improvement
- Implement improvements
- Performance manage staff
- Implement training and development plans

3.5 Describe how the kitchen contributes to the **performance** and **profitability** of the organisation
Performance
- Operating within budgets
- Effective use of staff
- Effective use of ingredients
- Production of food on time
- Meeting guest expectations
- Working as a team
- Working with other departments to meet guest needs
- Staff retention
- Responding positively to feedback

Profitability
- Managing resources effectively
- Generating new menu items
- Upselling through specials
- Finding efficiencies across the kitchen operation
  - Using less electricity, gas or water
  - Reducing wastage
  - Adopting a sustainable approach to waste

3.6 Explain **methods** to encourage development of new business ideas within kitchen operations
Methods
- Guest feedback
- Development meetings
- Incentives
- Rewards
- Recognition
- Training
- Setting key performance targets

3.7 Explain how a Chef de Partie can contribute to successful **recruitment practices**
Recruitment practices
- Identify recruitment needs
- Contribute to the job description development
- Recognise suitable candidates both internal and external
- Support in the selection of staff
- Feedback on trials
- Induction of new staff members
- Coach and mentor during probation period

3.8 Explain **how** training and development practices support the retention of staff
How
- Upskill staff
- Investment in employee continuous professional development (CPD)
- Increase employee performance and value

- Increase accountability - increased pride
- Increase the opportunity for promotion - monetary gain
- Increase employee satisfaction

Learning outcome

The learner will:

4. Understand how skills training can be delivered in own section

Assessment criteria

The learner can:

4.1 State the **importance** of staff training
 Importance
- To achieve organisational objectives
- To provide staff with correct skills
- To deliver service and products
- To motivate individuals and teams
- To build team spirit
- To empower staff
- To improve staff retention
- To meet legal obligations

4.2 Describe the **benefits** of on job training
 Benefits
- Individual satisfaction
- Motivation
- Efficiency
- Increased skills
- Cohesion of teams

4.3 Explain **methods** of identifying staff training needs
 Methods
- Observation
- Questioning
- Interview
- Induction
- Appraisals
- Guest and peer feedback
- Skills audit

4.4 Explain the **importance** of a structured training plan
 Importance
- To address learning needs
- To be cohesive
- Efficient use of resources
- Follows a logical sequence
- Building on the knowledge and understanding

- To enable assessment of learning
- To be consistent

4.5 Identify the **content** of a training plan
Content
- Resources required
- Skills and knowledge to be developed
- Objectives
- Duration
- Cost
- Responsibilities

4.6 Describe the **planning considerations** for training sessions
Planning considerations
- Training aim and objectives
- Methods of delivery: demonstration, theory, practical application
- Staff availability
- Resources
- Location

4.7 State the different types of **training records**
Training records
- Logbooks
- CPD records
- Human Resources record

4.8 Describe **methods of monitoring** the progress of training
Methods of monitoring
- Target setting (SMART)
- Observation
- Questioning
- Assessment
- Guest feedback
- Review date setting

Unit guidance

AC 3.2 Define what is meant by a **budget**
Budgets represent an integral part of the financial management of a company. A budget is the formal business and financial plan for a business for one year. It is a plan for the future operations of a company that applies financial goals and measurements to business operations. Budgets, combined with the results from the previous year, are the key measurements of financial success to which current actual financial results are compared. The primary budget used by department managers is the annual operating budget. It contains the specific revenue goals, the specific expense amounts, and the profit objectives that the department is expected to meet. Managers use the budgeted amounts to operate their departments. They are expected to achieve the revenue budget and spend no more than the expense budgets to achieve budgeted profits.

Unit 304   Contribute to the guest experience

Unit aim:	Guests of the hospitality industry are increasingly looking for high levels of service and that their expectations met. The professional kitchen plays an important part in the overall guest and dining experience. In such a competitive industry, the kitchen needs 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 requirements of their guests. The aim of the unit is to enable learners to gain knowledge of the impact of the professional kitchen on guest experience and how as a Chef de Partie they can support a positive guest experience. It will also explore global influences and the effect of these on the professional kitchen and the guest's expectations, as well as factors affecting menu planning. This unit will provide learners with the knowledge of the expectations of guests, the benefits to the kitchen on providing a positive experience and the how the kitchen can influence the guests dining experience through an understanding of global cuisine and guest expectations. Learners will also understand the factors affecting menu planning and how to adapt dishes for guest requirements.

Learning outcome

The learner will:

1. Understand impact of the kitchen and food operations on guest satisfaction

Assessment criteria

The learner can:

1.1 Identify **guest expectations**
Guest expectations
- Level of service
- Value for money
- Product quality
- Presentation
- Hygiene
- Health and safety

1.2 Describe types of **guest issues** that impact on the kitchen and food operations
Guest issues
- Special requirements

- Communication difficulties
- Guest requests
- Dissatisfaction with service
- Dissatisfaction with products

1.3 Describe **methods** the kitchen can use for gathering guest satisfaction levels
Methods
- Guest questionnaires
- Verbal feedback
- Letters
- Emails
- Telephone calls
- Reviews on social media sites and influencers

1.4 Explain the **benefits** of positive guest satisfaction to a professional kitchen
Benefits
- Reputation
- Increase of business
- Increased staff morale
- Reduced staff turnover
- Reduced complaints

1.5 Explain **actions** that the Chef de Partie can take to maximise guest satisfaction
Actions
- Proactive supervision
- Checking product before service
- Dealing with guest issues efficiently and effectively
- Timely delivery
- Flexible attitude
- Consistent product and service
- Training

Learning outcome

The learner will:

2. Understand the factors influencing eating and drinking experiences

Assessment criteria

The learner can:

2.1 Describe global **influences** on cuisine
Influences
- Commodities
- Etiquette
- Cooking techniques
- Menu structure
- Ingredients
- Geographical regions around the world

- Africa
- Continental Europe
- Indian sub-continent
- Asia
- Middle East
- South America
- North America
- Social media
- Conscious consumer

2.2 Explain external **factors** that affect the availability of food commodities
Factors
- Culture
- Climate
- Economy
- Geographical location

2.3 Describe how different **trends** influence the guest experience
Trends
- Celebrity chefs
- Social media
- Sustainability awareness
- Beverage and food pairing
- Healthy alternatives
- Technology – food ordering apps

2.4 Explain the **factors** that can influence the guests dining experience
Factors
- Setting
- Ambience
- Menu
- Food
- Drink
- Food service
- Wine service
- Style (design)
- Reception
- Staff knowledge
- Delivery of guest experience
- Reviews

2.5 Describe **different media** influences on guest choices
Different media
- Television
- Radio
- Books
- Magazines
- Newspapers
- Internet and social media

Learning outcome

The learner will:

3. Understand how to plan menus to meet guest requirements

Assessment criteria

The learner can:

3.1 Explain the **considerations** when planning menus for guests
Considerations
- Staff skills
- Availability of food items
- Kitchen size
- Kitchen design
- Kitchen layout
- Type of equipment
- Amount of equipment
- Budget
- Occasion
- Guest requirements

3.2 Describe guest **food preferences and special dietary requirements**
Food preferences and special dietary requirements
- Balanced
- Healthy eating
- Food intolerance
- Allergies
- Health preferences
- Lifestyle preferences
- Medical
- Religious
- Cultural

3.3 Explain how to **adapt** dishes to meet guests' food preferences and dietary requirements.
Adapt
- Cooking methods
- Recipes
- Alternative/replacement ingredients

Unit 305   Sustainability in professional kitchens

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 an 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 the knowledge of the principles of sustainability in the hospitality industry and how sustainable practices might by introduced into the kitchen environment and what the impact of these may have on the organisation

Learners will develop knowledge of sustainability practices within a professional kitchen, the implications for the implementation of sustainable practices into a business and the impact this may have. Learners will also develop knowledge of specific examples for how they can contribute to sustainability when working in a professional kitchen.

It is expected that learners will have previously completed the L2 Awareness of sustainability in the hospitality industry, or have the equivalent level of knowledge.

Learning outcome

The learner will:

1. Understand sustainability in the hospitality industry

Assessment criteria

The learner can:

1.1 Describe the **impact** of using sustainable practices on a global scale
Impact
- Climate
- Environmental
- Animal welfare
- Ethical
- Economic

1.2 Explain the purpose of the **waste hierarchy**
Waste hierarchy
- Prevention
- Preparing for re-use
- Recycling
- Other recovery
- Disposal

1.3 Describe how **different approaches** can contribute to sustainability in the hospitality industry
Different approaches
- Waste reduction
- Energy usage best practices
- Sustainable food commodities sourcing
- Environmentally friendly activities/operations
- Animal welfare
- Food miles
- Seasonal food commodities
- Sustainably produced food
- Food accreditation schemes
- Fair Trade
- Soil Association
- GM Free
- Organic
- Direct from farmer

1.4 Describe how sustainable practices are **applied** in the hospitality industry
Applied
- At company level
- Locally
- National
- Global
- Code of practice
- Legislation
- Regulations

1.5 Describe how **procuring resources** can impact on the carbon footprint
Procuring resources
- Regional
- Imported
- Food miles
- Frequency of delivery
- Stock management

1.6 Explain food sustainable **initiatives**
Initiatives
- Seasonal food commodities
- Sustainably produced food
- Food accreditation schemes
- Fair Trade
- Soil Association
- Genetically modified organisms (GMO) free
- Organic

- Direct from farmer/source

Learning outcome

The learner will:

2. Understand how sustainable practices are implemented in professional kitchens

Assessment criteria

The learner can:

2.1 Describe different **waste disposal options** available to professional kitchens for different types of materials
Waste disposal options
- Landfill
- Recycle
- Re-use
- Waste recovery

2.2 Recommend improvements to sustainable **practices** in professional kitchens
Practices
- 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 Explain the **benefits** of introducing sustainable practices in a professional kitchen
Benefits
- Reputation
- Financial
- Shows leadership
- Employee morale
- Competitive
- Drive business
- Recognition
- Environmental

2.4 Evaluate the effectiveness of **methods** to promote sustainable practices
Methods
- Training
- Toolbox talks
- Promotion activities – poster
- People champions
- Objective setting
- Target setting

Unit guidance

AC 2.1 **Materials**
- Paper
- Food
- Metals
- Glass
- Food
- Liquid
- Hazardous
- Non-recyclable

Unit 306   Monitoring and supervision of food safety

Unit aim: Consistent food safety and high food quality are essential ingredients for the success of any food business. A food safety programme is vital for a successful food business and is only as strong as the staff who implement it. When used as a proactive strategy it will add value to a food business' operational success, from food preparation through to food service it enhances a reputation, reduces waste and prevents food safety hazards that could harm guests.
A food safety management system requires continuous supervision and monitoring to ensure regulation compliance and guest confidence.

The aim of the unit is to provide learners who aspire to the role of supervisor with the skills to supervise and monitor a food safety management system based on the principles of HACCP or ISO within their area of responsibility. Learners will also understand the procedures and methods of monitoring food safety practices and record keeping within a professional kitchen.

The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is appropriate to their responsibilities.

Learners will also understand the procedures and methods of monitoring food safety practices and record keeping within a professional kitchen.

Learning outcome

The learner will:

1. Understand the role of the supervisor in ensuring compliance with food safety legislation

Assessment criteria

The learner can:

1.1 Describe **food safety management procedures**
Food safety management procedures
Twelve steps of HACCP (hazard analysis and critical control points):
Pre-requisites:
1. Assemble a HACCP team
2. Describe the product
3. Identify intended use
4. Construct a flow diagram

5. On-site confirmation of flow diagram

Principles:
6. Conduct the hazard analysis and consider control measures
7. Determine the Critical Control Points (CCP)
8. Establish critical limits for each CCP
9. Establish monitoring or control procedures for each CCP
10. Establish corrective actions
11. Establish verification procedures
12. Establish documentation and record keeping

ISO food safety management system (FSMS) requirements:
- to plan, implement, operate, maintain and update a FSMS providing products and services that are safe, in accordance with their intended use
- to demonstrate compliance with applicable statutory and regulatory food safety requirements
- to evaluate and assess mutually agreed customer food safety requirements and to demonstrate conformity with them
- to effectively communicate food safety issues to interested parties within the food chain
- to ensure that the organization conforms to its stated food safety policy
- to demonstrate conformity to relevant interested parties
- to seek certification or registration of its FSMS by an external organisation or make a self-assessment or self-declaration of conformity to this document.

1.2 Explain the **importance** of a food safety management system
Importance - To ensure safe
- Delivery
- Storage
- Preparation
- Cooking
- Service of food
- Compliance with legal requirements
- To avoid causing harm
- To avoid legal action from government agencies
- To avoid civil action -both personal and against the business
- To demonstrate due diligence

1.3 Explain the **responsibilities** of employers and employees in respect of food safety legislation and procedures for compliance
Responsibilities
 Employers
- Registering the food business
- Ensure training is provided commensurate with employees' level of responsibility
- To ensure policies and procedures are in place for training
- Recruitment and day-to-day staffing levels, supervision
- Implementation of food safety management procedures
- Supply of appropriate sanitary accommodation
- potable water supply
- Adequate washing facilities
- Equipment, materials and PPE (personal protective equipment)
- Record keeping and accident reporting
- Compliance with environmental health agencies
- Provide sufficient ventilation
 Employees

- To comply with the law
- To follow instructions and comply with employer's processes/procedures
- To attend instruction/training/ supervision
- Good personal hygiene
- Reporting of illness
- Reporting of errors/omissions in employer processes/procedures- hand washing facilities, kitchen and cleaning equipment such as fridges, infrastructure faults, deliveries

1.4 Explain the **key role** of a supervisor in the monitoring of food safety
Key Role
- Being aware of all relevant food safety legislation and standards that are applicable to the food business
- Monitoring all food handlers to make sure that all food handling tasks are properly and safely carried out
- Knowing how to recognise, prevent and minimise food safety hazards in the food business
- Ensuring that food handlers maintain safe personal hygiene
- Ensuring that a business's food safety program is up-to-date and accurately maintained
- Completing all required training

1.5 State the ways in which legislation is enforced

Learning outcome

The learner will:

2. Understand the application and monitoring of food safety practices

Assessment criteria

The learner can:

2.1 Explain the **importance of temperature control** in a professional kitchen
Importance of temperature control
- To prevent or reduce to an acceptable level bacterial multiplication
- To prevent outbreaks of food poisoning
- To meet due diligence criteria
- environmental health agency requirements
- To keep food safe
- To comply with legislation
- To control wastage

2.2 Describe the **methods** used to control safe temperatures of food
Methods
- Monitoring temperatures
- Calibrated and sanitized temperature probes
- Recording of temperatures
- Use of cold storage equipment
- Use of hot holding equipment
- Blast chillers/freezers
- Temperature management systems -computerised/automated systems

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- Use of appropriate temperature-controlled vehicles for transporting food
- Temperature control technology

2.3 Explain **methods** used to control contamination and cross contamination
Methods
- Control of hazardous substances
- Effective cleaning procedures
- Regular monitoring
- Correct use of cleaning products
- Separation of low and high-risk foods
- Pest control
- Suitable work surfaces
- Suitable equipment
- Personal hygiene procedures-handwashing, correct use of protective clothing
- Visitor hygiene policy
- Use of separate sinks for food/washing food equipment/hand washing
- Use of sterilising sinks
- Correct storage of equipment
- Internal/external waste/food disposal procedures

2.4 Explain the **importance** of good personal hygiene standards
Importance
- Prevents food poisoning
- Reduces the risks associated with food safety
- Prevents the transmission of pathogenic bacteria
- Prevents - physical hazards from an individual getting into the food chain
- Prevents - convalescent and healthy carriers contaminating food
- Prevents infecting co-workers
- Promotes a safe working environment
- Promotes an organisation's reputation

2.5 Explain measures taken to ensure **safe cleaning and disinfection**
Safe cleaning and disinfection
- Ensuring equipment is disconnected from power before cleaning
- Clean as you go
- Applying the six stages of cleaning
- Applying safe cleaning procedures from delivery of food to service point
- Correct clearing of areas for cleaning - to avoid chemical contamination, over-spray
- Correct dilution of chemicals
- Correct equipment - single use cloths
- Procedures to control hazardous substances

2.6 Explain **procedures** for waste disposal
Procedures
- Regular disposal
- No over-night storage
- Use of bin bags / liners
- Waste containers kept clean and in good condition
- Easy access for collection
- Clean as you go
- Separating food, general waste and recycling policy
- External lidded waste storage

- Separate storage of recyclables
- Waste collection of food waste -liquid food waste, oil, grease traps

2.7 Identify **requirements** relating to the design of food premises and **equipment**
 Requirements
 Food premises design should:
- Allow for good food hygiene practices- separation of high risk and ready to eat foods
- Ensure safe food storage and preparation
- Be easily cleaned
- Surfaces should be smooth, impervious, impact resistant, non-tainting, non-corrosive
- Have adequate lighting
- Have adequate ventilation
- Have adequate refrigeration
- Be pest proofed
- Have adequate hand washing facilities
- Have potable water
- Have adequate drainage
- Have adequate services
- Have suitable staff facilities to promote good personal hygiene practices

Equipment
Food equipment should:
- Be easily taken apart
- Be in a good state of repair
- Be installed to allow adequate cleaning of surrounding areas
- Be easily cleaned
- Be impervious, non-tainting, resistant to corrosion,
- fit for purpose-for commercial use
- Suitable work surfaces - smooth

2.8 Explain the **importance of pest control**
Importance of pest control
- Legislative compliance
- To avoid contamination - pathogenic bacteria, spoilage bacteria)
- To avoid spread of disease,
- To avoid loss of reputation and profit
- To prevent drop in staff morale
- To avoid damage and wastage of food

2.9 Describe the **methods of pest control**
Methods of pest control
- Staff training and awareness
- Engagement of a pest control contractor
- Path around food business buildings for ease of detection
- Keeping areas surrounding the business clean and tidy
- Pest proofing - traps, poisons, pesticides, fly screens, fly traps, electronic fly killers
- Waste management

Learning outcome

The learner will:

3. Understand how to implement food safety management procedures

Assessment criteria

The learner can:

3.1 Describe how **microbial**, **chemical**, **physical** and **allergenic** hazards pose a risk to food safety
 Microbial
- Cause foodborne illnesses
- Pathogenic bacteria grow and multiply given the right conditions- salmonella, campylobacter, e coli
- Contamination other foods
- Cause food wastage

Chemical
- Cause food poisoning
- Contaminate foods
- Pose a risk to staff safety

 Physical
- Contaminate foods
- Increases risks of choking
- Increases risk of hurting guests

 Allergenic
- Contaminate foods
- Increases the risks associated with allergens and anaphylactic shock

3.2 Explain the **procedures** for controlling food safety
Procedures
- Supply chain
- Delivery
- Storage
- Preparation
- Cooking
- Chilling
- Holding
- Re-heating
- Cleaning

3.3 Define **critical control points**, **critical limits**, **control measures** and **corrective actions**
Critical Control Points, Critical Limits, Control Measures and Corrective Actions
CCPs: the point at which it is critical for an intervention to be taken by the food handler in order to maintain food safety
CLs: the maximum acceptable limits set by management within the HACCP/ISO analysis for the safe production of food

CMs: an activity or action used to prevent or eliminate a food safety hazard or reduce it to a safe level

CAs: the actions that must be taken by the food handler where a CCP is identified to ensure the safe production of food; these actions must form part of the management HACCP/ISO plan and must be regularly reviewed and amended if required

3.4 Explain the **requirements** for monitoring and recording food safety procedures
Requirements
- Following local food safety regulations in regard to monitoring and recording of food safety procedures
- Traceability of food
- Implementation of a food safety management system (HACCP/ISO)
- Obligations to produce safe food for human consumption
- Ensure due diligence is maintained

3.5 State the **food safety management records** used within a food safety management system
Food safety management records
- HACCP/ISO Plan
- Suppliers list
- Delivery records,
- Temperature control records
- Staff training records
- Staff sickness records
- Pre and post-employment records
- Fitness to work records
- Cleaning records and schedules
- Monitoring of cleaning records and schedules
- Recommended sample keeping
- Visitor records/policy
- Pest control
- Maintenance records
- Waste management policy

3.6 Explain the importance of monitoring and recording food safety procedures

3.7 Describe the **methods** of monitoring and recording food safety procedures
Methods
- Accurate recording
- Regular monitoring
- Regular reviews
- Records of review findings
- Review of corrective actions
- Internal/external audits
- Management reviews
- Supervisory spot checks -including swabbing of equipment and food handlers
- Advisory visits by regulatory bodies
- Staff consultation
- Supervisors handover book

Unit guidance

AC 2.2 Describe the **methods used** to control safe temperatures of food
Fridges, freezers and serving cabinets, ovens, chiller cabinets, hot cupboards/bain-marie, other methods of holding hot food for service (eg Norwegian flasks), thawing cabinets, blast chiller; in order to prevent optimum bacterial growth in food heat/chill food through danger zone as quickly as possible.
Manual control systems; food to be chilled to the recommended level within specified timescales after cooking, eg by breaking down into smaller portions; cook chill; effective servicing contracts;

AC 2.3 Explain **procedures to control** contamination and cross contamination
Suitable work surfaces which are smooth, impervious, no tainting, easily cleaned, no crevices, resistant to corrosion, fit for purpose (e.g. for commercial use);
Suitable equipment which is easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting , resistant to corrosion, fit for purpose;

AC 2.5 Explain procedures for **safe cleaning and disinfection**
Traditional six stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry), 'clean, rinse, sanitise' method; double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect;
Procedures to control hazardous substances, lockable storage away from foods (restricted access), storage in original containers, dilution, mixing of chemicals,

AC 2.6 Explain procedures for **waste disposal**
External lidded waste storage (covered waste container, impervious surface, away from direct sunlight/rain, kept clean and tidy to avoid odours and so as not to attract pests, availability of hoses),

AC 2.7 Outline **requirements** relating to the design of food premises and equipment
Walls, floors, ceilings, windows, doors, lighting, design of waste areas, work flow (separation between high and low risk areas, good visibility), ventilation, design of building infrastructure/work areas (eg for pest control, storage, surfaces), washing facilities (hand washing basins, toilets), staff areas (changing, shower area as necessary), services (gas, electricity, water, drainage, sanitation).

AC 3.1 Describe the importance to food safety of **microbial**, **chemical**, **physical** and **allergenic** hazards
Microbial:f danger zone, vegetative reproduction, binary fission, bacterial growth line (stages: lag, log, stationary, decline), common symptoms (diarrhoea, vomiting, stomach ache), bacterial cell make-up (endotoxins, exotoxins, enterotoxins), four elements to enable bacterial growth (food, water, time, warmth), psychotropic, mesophilic, thermophilic.

AC 3.2 Explain the **methods** and **procedures** for controlling food safety
Suppliers: Nominated suppliers, meeting standard, agreeing times of delivery, agreeing temperature limits, ensuring traceability
Delivery: correct vehicle (fit for purpose, temperature, cleanliness, personal hygiene of the driver).
Storage: correct storage conditions (temperature control, dry stores, procedures to control hazardous substances), time limits on temperature control deliveries (food stored as quickly as possible after delivery), First In First Out (FIFO), conditions of storage facilities (infrastructure, seals, shelving, maintenance), correct storage to avoid drips and cross contamination.
Preparation: correct defrosting, food not prepared too far in advance, temperature control (before, during, after preparation), cross contamination (vehicles and routes), over-handling, personal hygiene (hand-washing, PPE, jewellery), see also critical control points (CCPs).
Cooking: correct temperatures, methods and time, physical inspections, use of appropriate equipment (probes and wipes), drip and cross contamination, see also CCPs.
Chilling: correct times, temperatures, methods, cross-contamination, equipment.

Holding: correct times, temperatures, methods (cold and hot food holding), use of bain-maries, equipment, correct disposal.
Re-heating: correct times, temperatures, methods, equipment (probes and wipes).
Cleaning: in all the above: effective, monitored cleaning must be in place using correct chemicals and equipment for specific jobs.

AC 3.4 Explain the **requirements** for monitoring and recording food safety procedures
choice of suppliers (supplier audits), delivery records, HACCP/ISO (implement the steps of HACCP/ISO and record all necessary documentation), temperature control records (including storage, cooking, reheating and holding), staff (training, sickness, pre and post employment records), cleaning records and schedules, monitoring of cleaning records and schedules, recommended sample keeping, visitors' records/policy, pest control, maintenance records, waste management policy (including disposal of glass),

AC 3.6 Explain the **importance** of monitoring and recording food safety procedures
The importance of regular reviews and monitoring of all food safety management systems and records is to ensure the continued safe storage, production and delivery of all foodstuffs. Records of review findings and corrective actions taken must also be recorded.

Unit 307   Produce and present advanced starters using standardised recipes

Unit aim: An operation's own standardised recipes are used to control production, ensuring standards are achieved no matter who is producing it, whether it is a new employee making a dish for the first time or an experienced member of staff increasing the recipe to meet the number of guests expected. Starters, entrées, appetizers and mezze are often the focus point of a meal occasion, setting the tone for the rest of the meal and learning the skills to develop these dishes confidently will be an asset to any aspiring Chef de Partie.

The aim of this unit is to provide learners with the skills of how to produce and present advanced starters using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs.

Learners will develop the skills to produce both hot and cold soups, advanced hot and cold starter courses and accompanying sauces that feature on traditional and contemporary menus.

Learners will also use classical and contemporary methods of preparation to create the first course to a meal experience or light lunch option for the guest suitable for restaurant and volume catering.

Learning outcome

The learner will:

1. Be able to prepare, cook and serve hot soups & advanced hot starters

Assessment criteria

The learner can:

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

Ingredients
- Fresh stock
- Convenience stock

- Meat
- Fish
- Shellfish
- Vegetables
- Pulses
- Grains
- Seaweed
- Noodles
- Pasta
- Bread

1.2 Determine correct **quantity** of ingredients
Quantity
- Adapt standardised recipe
- Increasing yield amount
- Adjusting ingredients
- Use weighing scales and measuring equipment

1.3 Monitor the safe use of **equipment** used when making hot soups and hot starters
Equipment
- Temperature probe
- Blender
- Food processor
- Frying pans
- Mandolin
- Mixers
- Blast chillers and blast freezers
- Cold holding equipment
- Fryers and griddles
- Grills
- Hobs
- Hot holding equipment
- Ovens
- Steamers
- Soup kettle

1.4 Prepare a range of hot soups and hot starters using correct **preparation methods**
Preparation methods
- Blending
- Clarification mix
- Clarifying butter
- Filleting
- Purging
- Sous vide water bath
- Tenderising
- Thermomix
- Marinating

1.5 **Cook** a range of hot soups and hot starters
Cooking
- Boiling
- Poaching

- Steaming
- Simmering
- Baking
- Roasting
- Grilling
- Stewing
- Boiling
- Shallow frying
- Deep frying
- Combination

1.6 Apply **quality checks** during the cooking of hot soups and advanced starters
Quality checks
- Correct temperature
- Timing
- Texture
- Correct degree of cooking
- Seasoning
- Evaporation
- Liquid levels

1.7 Use equipment safely during the cooking of hot soups and advanced starters

1.8 Finish a range of hot soups & advanced hot starters using appropriate **finishing methods**
Finishing
- Garnishing
- Saucing
- Glazing
- Gratinating
- Flambéing
- Passed
- Strained
- Pureed
- Un passed
- Clarified
- Serving
- Plating
- Correct temperature

Learning outcome

The learner will:

2. Be able to prepare, cook and serve cold soups and advanced cold starters

Assessment criteria

The learner can:

2.1 Check **quality** of **ingredients**

Quality
- Visual
- Aroma
- Texture
- Use by and best before dates

Ingredients
- Bread
- Convenience stock
- Dairy products
- Fresh stock
- Grains
- Meat
- Noodles
- Pulses
- Seaweed
- Cheese
- Eggs
- Fish
- Game
- Offal
- Pasta
- Pastry
- Poultry
- Rice
- Shellfish
- Textured vegetable proteins
- Vegetables

2.2 Determine correct **quantity** of ingredients
Quantity
- Adapt standardised recipe
- Increasing yield amount
- Adjusting ingredients
- Use weighing scales and measuring equipment

2.3 Monitor the safe use of **equipment** used when making cold soups, mezze and advanced cold starters
Equipment
- Temperature probe
- Blender
- Food processor
- Frying pans
- Mandolin
- Mixers
- Blast chillers and blast freezers
- Cold holding equipment
- Fryers and griddles
- Grills
- Hobs
- Hot holding equipment
- Ovens

- Steamers

2.4 Prepare a range of cold soups, mezze and advanced cold starters using correct **preparation methods**
Preparation methods
- Blending
- Clarification mix
- Clarifying butter
- Filleting
- Purging
- Sous vide water bath
- Tenderising
- Thermomix
- Marinating

2.5 **Cook** a range of cold soups, mezze and advanced cold starters using different methods of cookery
 Cooking
- Baking
- Poaching
- Boiling
- Simmering
- Steaming
- Combination
- Grilling
- Bain marie

2.6 Apply **quality checks** during the cooking of cold soups, mezze and advanced cold starters
Quality checks
- Correct Temperature
- Timing
- Texture
- Correct degree of cooking
- Seasoning
- Colour

2.7 Use equipment safely during the making of cold soups, mezze and advanced cold starters

2.8 Finish a range of cold soups, mezze and advanced cold starters using appropriate **finishing methods**
Finishing
- Garnishing
- Saucing
- Dressing
- Gratinating
- Flambéing
- Passed
- Strained
- Pureed
- Un passed
- Clarified
- Serving

- Plating
- Chilling
- Correct temperature

Learning outcome

The learner will:

3. Be able to prepare dressings, sauces, chutneys and relishes to accompany starters

Assessment criteria

The learner can:

3.1 Check **quality** of **ingredients**
 Quality
- Visual
- Aroma
- Use by and best before dates

Ingredients
- Eggs
- Vinegar
- Vegetable oils
- Mayonnaise
- Balsamic vinegar
- Mustards
- Fish sauce
- Hot sauce
- spices
- Sugar
- Fruits
- Herbs
- Chillies
- Vegetables
- Cheese
- Buttermilk
- Ginger
- Soy sauce

3.2 Determine correct **quantity** of ingredients
 Quantity
- Adapt standardised recipe
- Increasing yield amount
- Adjusting ingredients
- Use weighing scales and measuring equipment

3.3 Monitor the safe use of **equipment** used when making dressings, sauces, chutneys and relishes
Equipment
- Temperature probe

- Blender
- Chopping boards
- Food processor
- Mandolin
- Measuring jug
- Mixers
- Blast chillers and blast freezers
- Hobs
- Ovens
- Steamers

3.4 Prepare a range of dressings, sauces, chutneys and relishes using correct **preparation methods**
Preparation methods
- Weighing /measuring
- Cutting
- Deseeding
- Blending
- Pureeing
- Grating
- Emulsifying
- Mixing
- Infusing

3.5 **Cook** a range of dressings, sauces, chutneys and relishes using different methods of cookery
 Cooking
- Boiling
- Simmering
- Steaming
- Combination
- Grilling
- Roasting
- Bain-marie

3.6 Apply **quality checks** during the making of dressings, sauces, chutneys and relishes
Quality checks
- Correct Temperature
- Timing
- Texture
- Correct degree of cooking
- Seasoning

3.7 Use equipment safely during the making of dressings, sauces, chutneys and relishes

3.8 Use a range of dressings, sauces, chutneys and relishes for **finishing** of starters
Finishing
- Correct consistency
- Flavour balance
- Garnishing
- Dressing
- Storage
- Chilling

Unit guidance

The modern meaning of starter course refers to the small course that precedes the main course in a three-course meal, in a global context words such as entrée, appetizer and mezze are also used to describe this course.

This unit will provide learners with the skills in how to produce and present a variety of advanced starter dishes completing multiple tasks in the correct order, using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs. Learners are expected to present in order, having pre-planned orders of work and time planning.

Assessment will be through ongoing success checks, and a final synoptic assessment will require the making and finishing of multiple dishes produced altogether adhering to good time planning skills.

AC 1.1
Hot soups for example: consommé, bisque, velouté
Hot starters for example: vol au vents, souffles, meat / fish kebabs,

AC 2.1
Cold soups for example: vichyssoise, gazpacho, borscht
Cold Starters for example: terrines, paté, parfaits, mousses

AC 3.1
Dressings, for example: vinaigrette, thousand island dressing, Caesar dressing, balsamic dressing, regional dressings
Sauces (hot and cold), for example: mayonnaise, hollandaise, remoulade sauce, pesto, compound butters, regional sauces
Chutneys, for example: fig & apple chutney, tomato chutney, mango chutney, caramelised onion chutney, regional chutneys
Relishes, for example: beetroot relish, tomato relish, cucumber relish, regional relishes

Unit 308   Produce and present advanced main course dishes using standardised recipes

Unit aim: An operation's own standardised *recipes* are used to control *production*, ensuring standards are achieved no matter who is producing it, whether it is a new employee making a *dish* for the first time or an experienced member of staff increasing the recipe to meet the number of guests expected.

The aim of this unit is to provide learners with the skills in how to produce and present advanced main course dishes using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs

Learners will also use classical and contemporary methods of preparation to create the main course to a meal experience or lunch option for the guest suitable for restaurant and volume catering.

Learning outcome

The learner will:

1. Be able to prepare, cook and serve advanced meat, poultry and offal main course dishes

Assessment criteria

The learner can:

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

Ingredients
- Fresh stock
- Convenience stock
- Meat
- Poultry
- Offal

1.2 Determine correct **quantity** of ingredients
 Quantity
- Adapt standardised recipe

- Increasing yield amount
- Adjusting ingredients
- Use weighing scales and measuring equipment

1.3 Monitor the safe use of **equipment** used when making advanced meat, poultry and offal main course dishes
Equipment
- Temperature probe
- Food processor
- Fryers and griddles
- Grills
- Hobs
- Ovens
- Steamers
- Hot holding equipment
- Blast chillers and blast freezers
- Cold holding equipment

1.4 Prepare a range of advanced meat, poultry and offal main course dishes using correct **preparation methods**
Preparation methods
- Barding
- Chining
- Filleting
- Infusing
- Larding
- Marinating
- Mincing
- Preparing forcemeats
- Purging
- Removing sinew
- Sous vide - water bath
- Tenderising
- Thermomix
- Trussing
- Tying
- Vac packing

1.5 **Cook** a range of advanced meat, poultry and offal main course dishes using different methods of cookery
Cooking
- Boiling
- Poaching
- Steaming
- Simmering
- Baking
- Roasting
- Grilling
- Sous vide
- Stewing
- Shallow frying
- Deep frying

- Combination

1.6 Apply **quality checks** during the cooking of advanced meat, poultry and offal main course dishes
Quality checks
- Correct Temperature
- Timing
- Texture
- Correct degree of cooking
- Seasoning
- Evaporation
- Liquid levels

1.7 Use equipment safely during the cooking of advanced meat, poultry and offal main course dishes

1.8 **Finish** a range of advanced meat, poultry and offal main course dishes using appropriate finishing methods
Finish
- Correct temperature
- Resting
- Serving
- Plating
- Monté au beurre
- Foams
- Dressing
- Saucing
- Garnishing

Learning outcome

The learner will:

2. Be able to prepare, cook and serve advanced fish, shellfish & crustacean main course dishes

Assessment criteria

The learner can:

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

Ingredients
- Round fish
- Flat fish
- Oily
- Other

- Shellfish
- Crustacean

2.2 Determine correct **quantity** of ingredients
 Quantity
- Adapt standardised recipe
- Increasing yield amount
- Adjusting ingredients
- Use weighing scales and measuring equipment

2.3 Monitor the safe use of **equipment** used when making advanced fish, shellfish and crustacean main course dishes
Equipment
- Blast chillers and blast freezers
- Cold holding equipment
- Fish kettle
- Food processor
- Fryers and griddles
- Frying pans
- Grills
- Hobs
- Hot holding equipment
- Mandolin
- Ovens
- Sous vide - water bath
- Steamers
- Temperature probe
- Thermomix
- Tying
- Vac packing

2.4 Prepare a range of advanced fish, shellfish and crustacean main course dishes using correct **preparation methods**
Preparation methods
- Blending
- Boning
- Butterflying
- Coating
- Cuts - tronçon, paupiette, goujon, délice, supreme, fillet
- Descaling
- Filleting
- Gutting
- Scraping
- Seasoning
- Skinning

2.5 **Cook** a range of advanced fish, shellfish and crustacean main course dishes using different methods of cookery
Cooking
- Boiling
- Braising
- Poaching
- Sautéing

- Steaming
- Simmering
- Baking
- Grilling
- Stewing
- Shallow frying
- Deep frying

2.6 Apply q**uality checks** during the cooking of advanced fish, shellfish and crustacean main course dishes
Quality checks
- Correct Temperature
- Timing
- Texture
- Correct degree of cooking
- Seasoning
- Evaporation
- Liquid levels

2.7 Monitor the safe use of **equipment** when making advanced fish, shellfish and crustacean main course dishes

2.8 **Finish** a range of advanced fish, shellfish and crustacean main course dishes using appropriate finishing methods
Finishing
- Garnishing
- Saucing
- Glazing
- Portioning
- Temperature
- Appearance
- Correct seasoning

Learning outcome

The learner will:

3. Be able to prepare, cook and serve advanced vegetarian and vegan main course dishes

Assessment criteria

The learner can:

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

Ingredients
- Dairy
- Eggs
- Grains
- Herbs
- Meat substitutes, textured vegetable proteins
- Nuts
- Pasta
- Pulses
- Rice
- Sea vegetables
- Seaweed
- Seeds
- Tofu
- Vegetables

3.2 Determine correct **quantity** of ingredients
 Quantity
- Adapt standardised recipe
- Increasing yield amount
- Adjusting ingredients
- Use weighing scales and measuring equipment

3.3 Monitor the safe use of **equipment** when making advanced vegetarian or vegan main course dishes
Equipment
- Temperature probe
- Blender
- Chopping boards
- Food processor
- Mandolin
- Mixers
- Blast chillers and blast freezers
- Cold holding equipment
- Grills
- Hobs
- Hot holding equipment
- Ovens
- Steamers
- Sous vide – Water bath
- Wok

3.4 Prepare a range of advanced vegetarian or vegan main course dishes using correct **preparation methods**
Preparation methods
- Carving
- Curing
- Cutting
- Drying
- Marinating
- Peeling

- Pickling
- Shaping
- Soaking
- Smoking
- Turning
- Using acidulated liquid
- Vacuum packing
- Weighing / measuring

3.5 **Cook a range** of advanced vegetarian or vegan main course dishes using different methods of cookery

Cooking
- Baking
- Blanching
- Boiling
- Braising
- Combination
- Grilling
- Poaching
- Simmering
- Sous vide
- Steaming
- Stewing
- Stir-fry
- Shallow frying
- Deep frying

3.6 Apply **quality checks** during the cooking of advanced vegetarian or vegan main course dishes

Quality checks
- Correct temperature
- Timing
- Texture
- Correct degree of cooking
- Seasoning
- Evaporation
- Liquid levels

3.7 Monitor the safe use of equipment when making advanced vegetarian or vegan main course dishes

3.8 **Finish** a range of advanced vegetarian or vegan main course dishes using appropriate finishing methods

Finishing
- Dressing
- Emulsions
- Flambéing
- Foams
- Garnishing
- Gratinating
- Saucing
- Seasoning

Learning outcome

The learner will:

4. Be able to prepare, cook and serve hot sauces for advanced dishes

Assessment criteria

The learner can:

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

Ingredients
- Dairy
- Eggs
- Stock
- Alcohol
- Herbs
- Spices
- Fruits
- Vegetables
- Pulses

4.2 Determine correct **quantity** of ingredients
 Quantity
- Adapt standardised recipe
- Increasing yield amount
- Adjusting ingredients
- Use weighing scales and measuring equipment

4.3 Monitor the safe use of equipment when making hot sauces

4.4 Prepare a range of hot sauces using correct **preparation methods**
Preparation methods
- Making roux
- Passing
- Straining
- Blending
- Skimming
- Peeling
- Cutting
- Weighing /measuring

4.5 Cook a range of **hot sauces** for advanced dishes using different methods of cookery
Hot sauces
- Beurre blanc

- Cream thickened
- Emulsified
- Gravy-based
- Miscellaneous (bread, tomato)
- Purées
- Reductions
- Roux-based
- Velouté derivatives

4.6 Apply **quality checks** during the cooking of hot sauces
Quality checks
- Correct temperature
- Timing
- Texture
- Correct degree of cooking
- Seasoning
- Evaporation
- Liquid levels

4.7 Monitor the safe use of **equipment** when making a range of hot sauces

4.8 **Finish** a range of hot sauces using appropriate finishing methods
Finishing
- Adjust flavour
- Adjust temperature
- Adjust consistency
- Garnishing
- Liaison
- Monte au beurre
- Reduction
- Sabayon
- Seasoning

Learning outcome

The learner will:

5. Be able to prepare, cook and serve advanced side dishes

Assessment criteria

The learner can:

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

Ingredients
- Oils
- Herbs
- Spices
- Vegetables
- Dairy
- Pasta
- Rice
- Potatoes
- Grains
- Pulses

5.2 Determine correct **quantity** of ingredients
Quantity
- Adapt standardised recipe
- Increasing yield amount
- Adjusting ingredients
- Use weighing scales and measuring equipment

5.3 Select the **equipment** used when making advanced side dishes
Equipment
- Temperature probe
- Blender
- Can opener
- Chopping boards
- Food processor
- Grater
- Ladle
- Mandolin
- Saucepans
- Scales
- Sieve
- Spatula
- Spider
- Spoons
- Strainers
- Trays
- Whisk
- Blast chillers and blast freezers
- Cold holding equipment
- Grills
- Hobs
- Hot holding equipment
- Ovens
- Steamers
- Vac pack
- Sous vide - water bath

5.4 Prepare a range of advanced side dishes using correct **preparation methods**
Preparation methods
- Clarifying butter
- Cutting

- Deseeding
- Grating
- Coating
- Peeling
- Scraping
- Shaping
- Washing
- Weighing /measuring

5.5 **Cook** a range of advanced side dishes using different methods of cookery
 Cook
- Baking
- Blanching
- Boiling
- Braising
- Combination
- Grilling
- Poaching
- Roasting
- Shallow frying
- Deep frying
- Simmering
- Sous vide – water bath
- Steaming
- Stewing
- Stir-fry

5.6 Apply **quality checks** during the cooking of advanced side dishes
Quality checks
- Correct temperature
- Timing
- Texture
- Correct degree of cooking
- Seasoning
- Evaporation
- Liquid levels

5.7 Monitor the safe use of equipment when making advanced side dishes

5.8 **Finish** a range of advanced side dishes using appropriate finishing methods
Finish
- Garnishing
- Saucing
- Dressing
- Gratinated
- Pureed

Unit guidance

This unit will provide learners with the skills in how to produce and present a variety of advanced main course dishes completing multiple tasks in the correct order, using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs. Learners are expected to present in order, having pre-planned orders of work and time planning.

Assessment will be through ongoing success checks, and a final synoptic assessment will require the making and finishing of multiple dishes produced altogether adhering to good time planning skills

Learning Outcome 3:
Definition of vegetarian: Excluding the use of meat, offal, poultry, fish, shellfish
Definition of vegan: Excluding the use of all animal products and by products, such as eggs, dairy, honey, gelatine
Vegetarian for example: terrine, roulade
Vegan for example: risotto, curry; using a selection of vegetables, nuts, meat substitutes, pulses, beans, pastry, rice, pasta

AC 4.5
Hot sauces
- Pepper sauce
- Curry sauce
- Demi-glace
- Espagnole
- Gravy
- Tomato sauce
- Velouté
- Regional sauces

Flavoured oils
- Basil
- Garlic
- Chilli

Butter sauces
- Hollandaise
- Béarnaise
- Clarified
- Beurre noisette

Compound Butters
- Parsley
- Garlic
- Chive

LO5 - The modern meaning of side dish refers to the small dish accompanying a main course dish; Examples are potatoes, rice, dahl, pulses or grains.

AC 5.5
Advanced side dishes
Vegetables
- Grilled
- Fermented
- Pureed
- Gratinated
- Stuffed

Potatoes
- Gratin
- Pommes Anna
- Fondant
- Rosti
- Spiced

Rice
- Wild rice
- Risotto
- Fried rice
- Pilau
- Sticky rice

Grains
- Quinoa
- Buckwheat
- Barley

Farinaceous
- Orzo
- Gnocchi
- Noodles

Unit 309   Produce and present advanced desserts and dough products using standardised recipes

Unit aim: An operation's own standardised recipes are used to control production, ensuring standards are achieved no matter who is producing it, whether it is a new employee making a dish for the first time or an experienced member of staff increasing the recipe to meet the number of guests expected.

The aim of this unit is to provide learners with the skills of how to produce and present advanced desserts and dough products using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs

Learners will also use classical and contemporary methods of preparation, cookery and finishing to create desserts course dishes for a meal experience suitable for restaurant and volume catering.

Learning outcome

The learner will:

1. Be able to prepare, cook and finish advanced hot dessert dishes

Assessment criteria

The learner can:

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

Ingredients
- Eggs
- Dairy
- Fats
- Oils
- Flours
- Fruits
- Nuts
- Liquids

- Raising agents
- Sugars
- Spices
- Alcohol
- Fruit compounds
- Chocolate
- Jams
- Rice
- Grains
- Flavourings, colourings and essence

1.2 Determine correct **quantity** of ingredients
 Quantity
- Adjusting ingredients
- Follow standardised recipe
- Increasing yield amount appropriate to the recipe
- Use weighing scales and measuring equipment

1.3 Monitor the safe use of **equipment** used when making advanced hot desserts dishes
Equipment
- Bain-marie
- Blast chillers and blast freezers
- Blender
- Blow torch
- Chopping boards
- Cold holding equipment
- Cooling rack
- Food processor
- Fryers and griddles
- Frying pans
- Grills
- Hobs
- Hot holding equipment
- Ice cream machine
- Mandolin
- Measuring jug
- Mixers
- Moulds and cases
- Ovens
- Pastry brushes
- Piping bag and nozzles
- Saucepans
- Scales
- Sieve
- Silicone mats
- Spatula
- Spoons
- Steamers
- Strainers
- Sugar thermometer
- Sugar lamp
- Temperature probe

- Trays
- Whisk

1.4 Prepare a range of advanced hot dessert courses dishes using correct preparation methods
Preparation methods
- Aerating
- Beating
- Blending
- Blind bake
- Creaming
- Depositing
- Dividing
- Dehydrating
- Dusting
- Folding
- Lining
- Laminating
- Measuring
- Piping
- Passing/straining
- Resting
- Rolling
- Rubbing in
- Shaping
- Weighing

1.5 Cook a range of advanced hot dessert courses dishes using different methods of cookery
Methods of cookery
- Boiling
- Poaching
- Steaming
- Simmering
- Baking
- Sous vide
- Stewing
- Shallow frying
- Deep frying
- Combination

1.6 Apply quality checks during the cooking of advanced hot dessert course dishes
Quality checks
- Correct temperature
- Timing
- Texture
- Correct degree of cooking
- Seasoning
- Moisture
- Evaporation
- Liquid levels

1.7 Use equipment safely during the cooking of advanced hot dessert course dishes

1.8 **Finish** a range of advanced hot dessert course dishes using appropriate finishing methods
Finishing
- Brushing
- Coating
- Dusting
- Filling
- Glazing
- Icing
- Piping
- Portioning
- Saucing
- Use of decorations

Learning outcome

The learner will:

2. Be able to prepare, cook and finish advanced cold dessert dishes

Assessment criteria

The learner can:

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

Ingredients
- Eggs
- Dairy
- Fats
- Oils
- Flours
- Fruits
- Nuts
- Liquids
- Raising agents
- Sugars
- Spices
- Alcohol
- Fruit compounds
- Chocolate
- Jams
- Setting agents
- Flavourings, colourings and essence

2.2 Determine correct quantity of ingredients

Quantity
- Adjusting ingredients
- Follow standardised recipe
- Increasing yield amount appropriate to the recipe
- Use weighing scales and measuring equipment

2.3 Monitor the safe use of equipment used when making advanced dessert course dishes
Equipment
- Bain marie
- Blast chillers and blast freezers
- Blender
- Blow torch
- Chocolate tempering machine
- Chopping boards
- Cold holding equipment
- Cooling rack
- Dehydrator
- Food processor
- Fryers and griddles
- Frying pans
- Grills
- Hobs
- Ice cream machine
- Mandolin
- Measuring jug
- Mixers
- Moulds and cases
- Ovens
- Pastry brushes
- Piping bag and nozzles
- Saucepans
- Scales
- Sieve
- Silicone mats
- Spatula
- Spoons
- Steamers
- Strainers
- Sugar thermometer
- Sugar lamp
- Temperature probe
- Trays
- Whisk

2.4 Prepare a range of advanced cold dessert courses dishes using correct **preparation methods**
Preparation methods
- Aerating
- Beating
- Blending
- Blind bake
- Creaming
- Churning

- Depositing
- Dividing
- Dusting
- Folding
- Dehydrating
- Glazing
- Lining
- Measuring
- Piping
- Pulling sugar
- Resting
- Rolling
- Rubbing in
- Scoring
- Shaping
- Tempering
- Weighing

2.5 Cook a range of advanced cold dessert courses dishes using different **methods of cookery**
Methods of cooking
- Boiling
- Poaching
- Steaming
- Simmering
- Baking
- Sous vide
- Combination

2.6 Apply **quality checks** during the cooking of advanced cold dessert course dishes
Quality checks
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

2.7 Use equipment safely during the cooking of advanced cold dessert course dishes

2.8 **Finish** a range of advanced cold dessert course dishes using appropriate finishing methods
Finish
- Brushing
- Chilling
- Coating
- Dusting
- Feathering
- Filling
- Glazing
- Icing
- Piping

- Spraying
- Portioning
- Saucing
- Soaking
- Use of decorations

Learning outcome

The learner will:

3. Be able to prepare, cook and finish advanced dough items

Assessment criteria

The learner can:

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

Ingredients
- Flour
- Sugar
- Fats
- Dairy
- Eggs
- Fruit
- Nuts
- Raising agent
- Herbs
- Spices
- Seeds
- Vegetables
- Flavourings, colourings and essence

3.2 Determine correct **quantity** of ingredients
 Quantity
- Adjusting ingredients
- Follow standardised recipe
- Increasing yield amount appropriate to the recipe
- Use weighing scales and measuring equipment

3.3 Monitor the safe use of **equipment** used when making advanced dough items
Equipment
- Temperature probe
- Blender
- Loaves tins

- Chopping boards
- Cooling rack
- Dough dividers
- Food processor
- Frying pans
- Mandolin
- Measuring jug
- Mixers
- Moulds and cases
- Pastry brushes
- Piping bag and nozzles
- Saucepans
- Scales
- Strainers
- Trays
- Whisk
- Blast chillers and blast freezers
- Cold holding equipment
- Fryers and griddles
- Hobs
- Hot holding equipment
- Ovens
- Steamers
- Provers

3.4 Prepare a range of advanced dough items using correct **preparation methods**
Preparation methods
- Weighing/measuring
- Rolling
- Kneading
- Developing
- Egg washing
- Filling
- Proving
- Resting
- Knocking back
- Dividing
- Shaping
- Glazing
- Dusting
- Scoring
- Lining

3.5 Cook a range of advanced dough items using different **methods of cookery**
Methods of cookery
- Baking
- Frying
- Boiling
- Steaming
- Griddling

3.6 Apply **quality checks** during the cooking of advanced dough items

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Quality Checks
- Correct temperature
- Timing
- Texture
- Correct degree of cooking
- Moisture

3.7 Use equipment safely during the cooking of advanced dough items

3.8 Finish a range of advanced dough items using appropriate **finishing** methods
Finishing
- Icing
- Dusting
- Brushing
- Glazing
- Piping
- Filling

Unit guidance

AC 1.5 Hot desserts Clafoutis, strudel, gratins, soufflés, extensions of puddings (cabinet, plum pudding, date pudding), riz a la Francais, Charlottes, extension of crêpes (eg Normandes, Parisienne, soufflé), hot fruit compôtes, modern trends (eg fondants, crumbles, warm almond cake), extensions of beignets (eg fruit, cheese), extensions of tarts (eg chocolate, Alsacienne).

AC 2.5 Mousses, Ice creams, sorbets, egg based, fruit based

Cold desserts Mousse cakes, mousse torte, extensions of bavarois (eg fruit, vanilla, en rubane), Charlottes, entremets, crème chibouste, cold rice, cold soufflé, oeufs à la neige, brulee, beau rivage, fruit compotes Frozen desserts Extensions of ice creams (eg fruit based, flavoured with alcohol), ice soufflé, water ices, sorbets, granites, parfaits, bombes, biscuits glacés, omelette soufflé surprise

AC 3.5 Dough items: Basic dough, enriched dough, speciality doughs, fermented batter

Dough products Artisanal breads (sour doughs, specialist flours, extended ferments), Danish pastries, croissants, flatbreads, speciality doughs (walnut and sultana bread, salt doughs) Fermented: enriched, foccacia, ciabatta, baguettes, Rye bread, pumpernickel, brioche, savarin, panetone, stollen, kügelhopf, bagel, blinis Non-fermented: puri, paratha, chapatti, crumpets, waffles, tortillas, spretzle **Batter products** Savarins, babas, blinis

Appendix 1   Mapping of 8064 IVQ to 8065 IVQ

The following table shows how the content unit of the new 8064-06 Level 3 Advanced Diploma in Culinary Arts and Supervision maps against the content of units in 8065-04 Level 3 Advanced Diploma in Food Preparation and Cookery Supervision.

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
301	Developing opportunities for progression in the culinary industry	*Limited mapping* *Some supervisory points in 309 Supervise food production*
302	Supervise and monitor own section	309 Supervise food production LO2
303	Contribute to business success	303 Supervise staff training LO1 306 Resource management in food preparation LO1
304	Contribute to the guest experience	304 Contribute to the guest experience LO1 308 Global influences on eating and drinking LO1
305	Sustainability in professional kitchens	*New content*
306	Monitoring and supervision of food safety	305 Food safety supervision for catering *Can be claimed through RPL*
307	Produce and present advanced starters using standardised recipes	*New content*
308	Produce and present advanced main course dishes using standardised recipes	*New content*
309	Produce and present advanced desserts and dough using standardised recipes	*New content*

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**
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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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