

Level 2 Diploma in Food Preparation and Cooking (Culinary Arts) 8065-02

January 2014 Version 4.1 (June 2015)



Qualification at a glance

Subject area	Food Preparation and Culinary Arts	
City & Guilds number	8065	
Age group approved	16+	
Assessment	Practical assignments and synoptic test	
Fast track	Available	
Support materials	Centre handbook, Candidate logbook, SmartScreen	
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates	
Level and title	City & Guilds number	Qualification accreditation number
Level 2 Diploma in Food Preparation and Cooking Culinary Arts	8065-02	600/4860/8

Version number	Changes made	Section
2.1 (May 2012)	New resource requirements	Centre Requirements
2.3 (June 2013)	Added extra range to unit 203	Units
2.4 (July 2013)	Centre guidance (section 6)	Units
3.0 (December 2013)	Added extra range to units 202 & 203	Units
4.0 (March 2014)	Information about evolve test added to the Structure	Structure
4.1 (June 2015)	Changes made to range for units 202, 203, 219	Units



Contents

1	Introduction	4
2	Structure	5
3	Centre requirements	6
	Approval	6
	Resource requirements	6
	Candidate entry requirements	8
4	Delivering the qualification	9
	Initial assessment and induction	9
	Support materials	9
5	Assessment	10
	Assessment of the qualification	10
6	Units	11
Unit 105	Prepare food for cold presentation	12
Unit 202	Safety at work	14
Unit 203	Food safety in catering	19
Unit 206	Healthier foods and special diets	27
Unit 207	Prepare, cook and finish stocks, soups and sauces	30
Unit 208	Prepare, cook and finish fish and shellfish dishes	34
Unit 209	Prepare, cook and finish meat, poultry and offal	37
Unit 210	Prepare, cook and finish vegetables, fruit and pulses	42
Unit 211	Prepare, cook and finish rice, grain, farinaceous products and egg dishes	46
Unit 212	Prepare, cook and finish bakery products	54
Unit 213	Prepare, cook and finish hot and cold desserts and puddings	57
Unit 219	Catering operations, costs and menu planning	60
Unit 221	Culinary Arts Principles	64
Appendix 1	Sources of general information	65



1 Introduction

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

Area	Description
Who is the qualification for?	The Level 2 Diploma in Culinary Arts is for candidates who wish to work in the hospitality industry and already have knowledge of the basic principles of kitchen work, or who can demonstrate commitment and enthusiasm to work and study in order to supplement their existing knowledge. Candidates will be required to display both practical skills and the associated knowledge in order to complete the assessments
What does the qualification cover?	The qualification covers both safety at work and in the preparation of food, healthy eating and special diets, costing and menu planning and the preparation, cooking and finishing of a wide range of commodities and dishes
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a commis chef or to the following City & Guilds qualifications: <ul style="list-style-type: none">• City & Guilds Level 2 Food Preparation and Cooking (Patisserie) – 8065-03• City & Guilds Level 3 Advanced Diploma in Food Preparation and Cookery Supervision – 8065-04• City & Guilds Level 3 Diploma in Professional Cookery – 7100.



2 Structure

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

Level 2 Diploma in Food Preparation and Cooking (Culinary Arts) (8065-02)				
City & Guilds unit number	Unit accreditation number	Unit title	Notional learning hours	Guided learning hours
105	D/503/7849	Prepare food for cold presentation	30	20
202	H/503/7576	Safety at work	60	40
203	M/503/7578	Food safety in catering	30	20
206	D/500/2681	Healthier foods and special diets	30	20
207	Y/503/7851	Prepare, cook and finish stocks, soups and sauces	60	40
208	D/503/7852	Prepare, cook and finish fish and shellfish dishes	60	40
209	H/503/7853	Prepare, cook and finish meat, poultry and offal	110	100
210	K/503/7854	Prepare, cook and finish vegetables, fruit and pulses	70	50
211	M/503/7855	Prepare, cook and finish rice, grain, farinaceous products and egg dishes	30	20
212	T/503/7856	Prepare, cook and finish bakery products	80	60
213	A/503/7857	Prepare, cook and finish hot and cold desserts and puddings	35	24
219	F/503/7858	Catering operations, costs and menu planning	50	40
221	Assessment	Culinary Arts Principles	N/A	
503	E-volve on-line tests	Food safety in catering	N/A	



3 Centre requirements

Approval

If your Centre is approved to offer the qualification:

- (7065-32) Level 2 IVQ Diploma in Food Preparation and Cooking (Culinary Arts) (500/5752/2)

you can apply for approval for the new:

- (8065-02) Level 2 Diploma in Food Preparation and Cooking (Culinary Arts)

using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

New centres will need to gain both centre and qualification approval to offer this qualification. 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 qualification before designing a course programme.

Resource requirements

Resources

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

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

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

- cooking facilities to enable full access to the qualification for example ovens, ranges, grills, griddles, woks, deep fat fryers, bain maries, hot plates, 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 this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or 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.

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

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

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

Age restrictions

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



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 qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- 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 this qualification:

Description	How to access
Candidate logbook	www.cityandguilds.com
Assessment Pack	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk



5 Assessment

Assessment of the qualification

Level 2 Diploma in Food Preparation and Cooking (Culinary Arts) (8065-02)

Practical assignments

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

Externally set question papers

To achieve the qualification, candidates are required to be successful in the following examinations:

- Food Safety in Catering (available online)
- Culinary Arts Principles (available online)

Please refer to the International Directory on the Walled Garden for dates and times of each examination.

Test specifications for each examination can be found in Appendix 1 of the Assessment Pack.



6 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- notional learning hours (NLH)
- guided learning hours (GLH)
- unit aim
- 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 105

Prepare food for cold presentation

UAN: D/503/7849

Level: Level 1

GLH 20

NLH 30

Aim: The aim of this unit is to enable the learner to develop the necessary knowledge, understanding and skills required in preparing and presenting cold foods. The skills required to prepare and present cold food are required in all sectors of the catering industry. Learners will be introduced to the techniques of preparing and presenting a range of cold food items ranging from simple sandwiches to complex cold buffets.

Learning outcome

The learner will:

- 1 understand how to prepare food for cold presentation

Assessment criteria

The learner can:

- 1.1 list **food items** used for cold presentation
- 1.2 describe **preparation methods** and **storage** of food for cold presentation
- 1.3 state the importance of presentation in the service of cold food.

Range

Food items

Bread products, meat (ham, salami, beef, chicken, offal, pate/terrine), fish (smoked, fresh, cooked), shellfish, vegetables, salads, dressings, sauces, fruits, dairy products, savoury pastries, eggs, preserves.

Preparation methods

Marinade, slice, chop, mix, spread, shred, wash, re-wash, dice, carve, portion, mould.

Storage

Holding food in a refrigerator prior to serving, use of refrigerated display cabinets during service.

Learning outcome
The learner will: 2 be able to prepare food for cold presentation
Assessment criteria
The learner can: 2.1 select equipment and tools suitable for preparing and serving cold food 2.2 select food items suitable for cold presentation 2.3 prepare food for cold presentation 2.4 combine food items to achieve the correct colour, flavour and texture 2.5 finish food according to dish requirements 2.6 display the cold food correctly prior to service 2.7 comply with hygienic and safe working practices throughout the operation.

Range
Equipment and tools Knives, boards, utensils, refrigerators, display cabinets, serving platters.
Food items Bread products, meat (ham, salami, beef, chicken, offal, pate/terrine), fish (smoked, fresh, cooked), shellfish, vegetables, salads, dressings, sauces, fruits, dairy products, savoury pastries, eggs, preserves.
Preparation methods Marinade, slice, chop, spread, mix, shred, wash, re-wash, dice, carve, portion, mould.
Finish Season (eg herbs, spices), dress (eg cold sauces/dressings, yoghurt), Garnish (eg herbs, salads, leaves, flowers), marinade (eg vinegar, herbs).

UAN:	H/503/7576
Level:	Level 2
GLH	40
NLH	60
Aim:	<p>This unit covers common hazards and risks and the ways to control and minimise them. The concept of a hazard and its associated risk is introduced and learners then progress to identifying common hazards and associated risks and the steps involved in the risk assessment process.</p> <p>The unit outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures. Learners should be aware of the functions of personal protective equipment (PPE) and the types of safety signs.</p> <p>Students are expected to apply these safety procedures in completing this qualification.</p>

Learning outcome
The learner will:
1 know how to identify and control hazards in the workplace
Assessment criteria
The learner can:
1.1 list causes of slips, trips and falls in the workplace
1.2 state the steps to minimise the risk of slips, trips and falls
1.3 identify the main injuries from manual handling
1.4 state the ways to reduce the risk of injury from lifting, carrying and handling
1.5 identify the correct lifting procedure
1.6 identify ways machinery/equipment can cause injuries
1.7 list control measures to avoid accidents from machinery/equipment
1.8 state types of hazardous substances found in the workplace
1.9 list control methods for hazardous substances to prevent exposure and for protection of employees
1.10 indicate the main causes of fire and explosions
1.11 state the ways in which elements of the fire triangle can be used to extinguish a fire
1.12 identify dangers associated with electricity
1.13 identify the measures to prevent electricity dangers
1.14 state methods to deal with electrical dangers
1.15 state the functions of PPE (Personal Protective Equipment)
1.16 explain the purpose of safety signs
1.17 identify different types of fire fighting equipment .

Range

Causes

Poor design/structure of building, poor signage, bad housekeeping standards, poor lighting or ventilation, dangerous working practices, distraction and lack of attention, working too quickly, ignoring rules, not wearing the correct personal protective equipment (PPE), physical/mental state.

Minimise the risk

Improved and safe design of building, correct and clear/visible signage, good housekeeping standard, well lit and ventilated working areas, carrying out a risk assessment and taking necessary action, training staff in routine work practices, reporting procedures, strict enforcement of rules, correct use of PPE at all times, in a physical/mental state ready for work.

Main injuries from manual handling

Back/spinal injuries, muscular injuries, fractures, sprains, cuts and bruises.

Ways to reduce the risk of injury

Assess the task (eg distance, weight, temperature), follow the correct procedure (minimise the distance, correct number of people, correct lifting/carrying equipment), reduce the load, if possible use correct PPE, check the environment is safe (eg flooring, lighting and temperature, free from obstructions), adequate training in correct handling techniques.

Correct lifting procedure

Planning and preparation (plan the lift and route, assess the weight, size and temperature of load), lift (correct posture, hold object close to body), move load (hold close, clear visibility and proceed carefully), lower load (check positioning).

Ways equipment can cause injuries

Entanglement/entrapment, impact (eg from falling equipment), contact, ejection, faulty equipment, inappropriate use of equipment.

Control measures

Training in the use of equipment, PPE, safe working procedures, report faults.

Types of hazardous substances

Cleaning chemicals, cooking liquids, gases, gels and spirits.

Control methods

Training in the use of hazardous substances, personal protective equipment (PPE), safe working procedures, distribution of dangerous substances eg chemicals.

Main causes of fire and explosions

Electricity, electrical fault, gas leak, build up of gas, smoking, hot liquid/substances, tools or equipment with a naked flame.

Elements

Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).

Dangers

Electric shock, burns, fire, death.

Measures to prevent electricity dangers

Testing and maintenance of electrical equipment, use of qualified electricians, check cables and flex, use of correct fuses, circuit breakers, do not use faulty equipment, keep electrical equipment away from water.

Methods

Raise the alarm, switch off power, if possible, call for help (first aid, emergency services), follow legal requirements.

The functions of Personal Protective Equipment (PPE)

Protect the individual and control health hazards (eg gloves to protect hands or goggles when using hazardous substances).

Safety signs

Prohibition signs, fire fighting signs, mandatory signs, warning signs, hazard warning signs, safe signs.

Fire fighting equipment

Fire extinguishers, sand buckets, fire blankets.

Learning outcome

The learner will:

2 understand risk assessment in the workplace

Assessment criteria

The learner can:

2.1 define the term **hazard**

2.2 define the term **risk**

2.3 list the **steps** in the risks assessment process

2.4 identify the **benefits** of risk assessment

2.5 state the **control measures** for reducing risk

2.6 state the **reasons** for reporting accidents

2.7 outline the **information** to be recorded in the accident book.

Range

<p>Hazard Anything having potential to cause harm.</p> <p>Risk Likelihood of hazard causing actual harm.</p> <p>Steps Identify all hazards, identify who is at risk, evaluate risks, implement control measures, record the assessment, review of steps.</p> <p>Benefits Thorough evaluation of all significant hazards which prevent accidents and ill health, prioritise action which improves operational efficiency and financial savings, confidence in health and safety measures, legal compliance.</p> <p>Control measures Remove or eliminate hazards, separate or isolate worker from hazards, develop and use safe systems of work, training, instruction and supervision of workers, provide personal protection to minimise risk.</p> <p>Reasons Investigation to assess risks, analysis to determine the reasons, prevention to reduce risks.</p> <p>Information Date, time, name, brief description of accident, witnesses, action taken by whom, result.</p>

<p>Learning outcome</p> <p>The learner will: 3 understand how to maintain a healthy and safe workplace</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 identify the features in the working areas which will affect safe working practices</p> <p>3.2 define incident reporting</p> <p>3.3 outline the recording and control procedures to be followed when an accident occurs</p> <p>3.4 state the methods of reporting an emergency situation</p> <p>3.5 describe the emergency procedure to be followed in the event of a serious accident or incident.</p>

<p>Range</p> <p>Features Design, layout, space and workflow, structure (floors, stairs, doors and windows), services (ventilation, heating, air-conditioning, lighting), maintenance and housekeeping.</p>

Working areas

Kitchen, restaurant, bar, stores, surrounding areas.

Incident reporting

Reporting of verbal abuse, threats, assault, anything that could lead to a serious hazardous situation.

Procedures to be followed

The incident should be recorded, investigated, risk-assessed, control measures introduced, reviewed.

Emergency

Accident/incident that could result in serious injury or even death, fire, explosion.

Emergency procedure

Move the casualty from danger zone (if possible), seek help from competent first aider, contact emergency services, seek medical assistance urgently.

Unit 203

Food safety in catering

UAN:	M/503/7578
Level:	Level 2
GLH	20
NLH	30
Aim:	The aim of this unit is to provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Note: learners will be expected to apply the working methods from this unit to all other units of the qualification. It is recommended that this unit is achieved by the learners at the beginning of the course.

Learning outcome
The learner will: 1 understand food safety procedures
Assessment criteria
The learner can: 1.1 define food poisoning 1.2 define food hygiene 1.3 outline hazard analysis critical control points (HACCP practices and procedures) 1.4 identify key food safety records 1.5 state the key elements of a food safety policy 1.6 identify reporting procedures 1.7 state the key requirements of food safety legislation.

Range
HACCP practices and procedures Hazard analysis at all stages of food production, identification of control points and critical control points, control limits, corrective action, audit and validation/verification documentation.
Records Training records, pest control records, temperature records – hot and cold refrigerator/freezer temperatures, cleaning records, rotation of stock records.
Key elements Guidance on the following: personal hygiene, accident and sickness procedures, pest control, cleaning and disinfection, visitors' policy.

Reporting procedures

Accident, sickness, problems with pests, complaints and equipment failure.

Key requirements

Personal hygiene practices, compliance with training policies, compliance with organisational policies and procedures, compliance with food safety legislation.

Learning outcome

The learner will:

2 understand how to keep self clean and hygienic

Assessment criteria

The learner can:

- 2.1 describe the **design features** of protective clothing for food handlers
- 2.2 identify **bad habits and poor hygiene practices**
- 2.3 identify **resources/facilities and procedures** for hand washing
- 2.4 list the most important **times** to wash hands
- 2.5 describe the **advantages and disadvantages** of wearing gloves
- 2.6 list **reportable illnesses and infections**
- 2.7 explain the term **carriers**
- 2.8 state the importance of being **'fit for work'**
- 2.9 describe the **features** of plasters suitable for use by food handlers
- 2.10 state the **bacteria** associated with open wounds.

Range

Design features

No external pockets, press studs and Velcro rather than buttons, cover all own clothes, durable, easy to clean, preferably light coloured, long sleeves to protect arms.

Bad habits and poor hygiene practices

Eating/chewing, spitting, nail biting, scratching, smoking, infrequent cleaning of oneself and working environment, touching any part of the body.

Resources/facilities and procedures

Use of hot and cold running water, liquid anti-bacterial soap, disposable paper-towels, separate sink for hand washing, sanitiser.

Times

After touching face, coughing, sneezing, nose blowing, touching raw food or waste products, handling cleaning materials, after going to the toilet, after breaks, after smoking, between tasks to prevent cross-contamination, at the beginning of a shift, after handling money, after cleaning a wound, after touching any part of the body.

Advantages and disadvantages

Advantages: barrier for cuts, reduction of bacterial contamination, public perception.

Disadvantages: skin infection, cost, false sense of security ie gloves not changed frequently enough.

Reportable illnesses and infections

Diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upset, suspected food poisoning.

Carriers

Healthy: a person who carries the virus or bacteria without showing any symptoms.

Convalescent: recovering from the virus or bacteria and continues to be a carrier.

Fit for work

Fitness for work certificate/medical clearance.

Features

Non food coloured plaster, waterproof, metal strip.

Bacteria

Staphylococcus Aureus.

Learning outcome

The learner will:

3 Understand how to keep the working area clean and hygienic

Assessment criteria

The learner can:

- 3.1 identify different types of **cleaning products** and **cleaning equipment**
- 3.2 define a 'clean as you go' policy
- 3.3 identify the **six stages of cleaning**
- 3.4 state the **key features** of cleaning schedules
- 3.5 list different **cleaning methods** used for **tools and equipment**
- 3.6 describe the **safety requirements** for handling and storing chemicals
- 3.7 list the **features** of equipment and surfaces suitable for use in food handling areas
- 3.8 describe the ways in which **waste** should be stored and disposed of
- 3.9 describe the **importance** of keeping the waste storage area clean and tidy
- 3.10 list common types of food **pests**
- 3.11 identify **signs** of food pests
- 3.12 describe pest management reporting and **control procedures**
- 3.13 describe different pest proofing **methods**.

Range**Cleaning products**

Detergent, sanitisers, disinfectant, sterilisers, bactericides.

Cleaning equipment

Mops, buckets, cloths, vacuum cleaner.

Six stages of cleaning

Pre-clean, main clean, rinse, disinfect, rinse, dry, double sink washing up method (pre clean, main clean using detergent, second sink to disinfect using chemicals or water at the correct temperature).

Key features

Who, what, where, why, when, how, safety measures.

Cleaning methods

Dismantling component parts before cleaning, washing, rinsing, drying, reassembling component parts after cleaning, cleaning procedures, correct usage of personal protective equipment (PPE), correct usage of chemicals, following manufacturer's guidelines.

Tools and equipment

Knives, small utensils, medium and large scale equipment.

Safety requirements

Control of Substances Hazardous to Health, storage away from foods, storage in original containers, labelling, decanting, personal protective equipment (PPE), dilution, manufacturers' instructions.

Features

Smooth, non-porous, inert, easily cleaned, non-toxic, no crevasses, resistant to corrosion.

Waste

Unfit food, non-food refuse, recycling.

Importance

To prevent odours, pests, bacteria growth.

Pests

Rodents, cockroaches, insects, domestic pets, birds.

Signs

Droppings, smell, smear marks, pupae cases, larvae, damaged/gnawed packaging, food spillages.

Control procedures

Environmental, design, proofing, physical, chemical.

Methods

Kick plates, bristle strips, self closing door, fly screens, building maintenance.

Learning outcome
The learner will: 4 know how to receive and store food safely
Assessment criteria
The learner can: 4.1 describe the checks that should be made when accepting deliveries of ambient, chilled or frozen foods 4.2 describe stock rotation systems 4.3 describe the difference between 'best before' and 'use by dates' 4.4 identify the correct storage conditions for foods 4.5 state the reasons why certain foods require refrigeration 4.6 describe the methods of storing foods which prevent contamination by pests 4.7 identify the main categories of contamination 4.8 define the term cross contamination 4.9 describe ways of reducing cross contamination 4.10 describe the types of cross contamination 4.11 state the conditions for safe food storage 4.12 state the rules to observe when using probe thermometers 4.13 state best practice for thawing/defrosting foods 4.14 identify the documents used for recording food storage and temperature control.

Range
Checks Damage, dates, quality, quantities, pest infestation, temperature.
Stock rotation systems FIFO (first in first out), day dots, date systems, labelling.
Correct storage Ambient: dry and well ventilated storeroom. Chilled: store cooked and raw foods separately. Frozen: store cooked and raw foods separately. Optimum storage temperatures: <ul style="list-style-type: none"> •ambient food: 14°C to 18°C •chilled food: 1°C to 5°C (lower for fresh fish, 0°C to 3°C) •frozen: -18°C to -22°C.
Reasons To prevent spoilage bacteria from spoiling the food, prevent pathogenic bacteria growing on high risk foods.
Methods Off floor, pest proof containers.

Categories

Chemical, physical, microbiological, allergenic.

Ways of reducing cross contamination

Colour coded systems, thorough cleaning procedures, separate area for preparation, cooking and storage, linear work flow, appropriate training.

Types

Direct, indirect, drip.

Conditions for safe food storage

Chilled and frozen food to be stored as soon as possible (best practice is within 15 minutes of delivery), covered, wrapped, in suitable containers, labelled, away from contaminants and strong odours.

Rules

Disinfect probe before and after use, calibration of equipment.

Best practice

Use of thawing cabinets, fridges, refrigerated rooms.

Documents

Delivery monitoring form, fridge/freezer monitoring form, cooking/cooling record sheets.

Learning outcome

The learner will:

5 know how to prepare cook hold and serve food safely

Assessment criteria

The learner can:

- 5.1 list the **micro-organisms** associated with food poisoning
- 5.2 identify **non-bacterial causes of food poisoning**
- 5.3 state the usual **conditions** for bacterial growth
- 5.4 identify different **types of high risk foods**
- 5.5 describe **techniques** to prevent food poisoning during preparing, cooking and serving foods
- 5.6 describe common **symptoms** of food poisoning
- 5.7 identify the **people** most at risk from food poisoning
- 5.8 identify common **food allergens** and **intolerances**
- 5.9 identify **sources of physical contaminants**
- 5.10 identify the temperatures at which most food poisoning micro-organisms will grow rapidly, cease to multiply and die
- 5.11 define the term **temperature** danger zone
- 5.12 identify different **heat treatment processes**
- 5.13 identify the **best practice for cooking and reheating food**

- 5.14 identify the **best practice for chilling food**
- 5.15 identify the **best practice for holding food**, hot and cold for service.

Range

Micro-organisms

Pathogens: Salmonella, clostridium preflingens, Bacillus cereus, clostridium botulinum, staphylococcus aureus, e-coli.

Food borne diseases: bacillary dysentery, typhoid/paratyphoid, listeria, campylobacter enteritis.

Spoilage organisms: harmless organisms, moulds, viruses, yeasts, toxins.

Non-bacterial causes of food poisoning

Metals, poisonous plants, chemicals, equipment, tampering, viruses.

Conditions

Warmth, food, moisture, time, pH balance.

Types of high risk food

Cooked meats, poultry, dairy products, cooked rice, stocks, sauces, fish, shellfish.

Techniques

Cleaning procedures, good personal hygiene, pest control, storage procedures, separate areas for preparation, cooking and storage.

Symptoms

Nausea, diarrhoea, vomiting, abdominal pain.

People

Young children, the elderly, sick, pregnant women, those with immune deficiency.

Food allergens and intolerances

Nuts, wheat, dairy, gluten, shellfish (seafood), fungus.

Sources of physical contaminants

People (eg hair, unwashed hands, jewellery), equipment (eg screws, broken parts), pests (eg droppings), premises (eg flaking paint), product (eg pieces of packaging).

Temperature

5 °C to 63°C.

Heat treatment process

Cooking, pasteurisation, sterilisation, ultra heat treatment, canning.

Best practice for cooking and reheating food

Cook and re-heat to core temperature of 75°C.

Best practice for chilling food

Chill hot food to under 5°C within recommended guideline of 90 minutes. Methods for chilling: blast chiller; freezer; stand/stir food over ice cold water; decant large quantities into smaller portions; do not mix hot with cold foods.

Best practice for holding food

Holding and Serving – cold: below 8°C, hot: above 63°C.

Unit 206

Healthier foods and special diets

UAN:	D/500/2681
Level:	Level 2
GLH	20
NLH	30
Aim:	The aim of this unit is to enable the candidate to develop knowledge and understanding of the importance of good health and the principles of a balanced diet and be able to apply best practice in the preparation, cooking and serving of dishes, to ensure that changes in nutritional value are minimised.

There is also an emphasis in this unit on special diets and their causes and effects on individuals. Best practice in the preparation, storage, cooking and serving of special diets is encouraged whilst developing an awareness of the responsibility of food providers to inform customers of the content of products or dishes.

Learning outcome
The learner will: 1 understand the principle of balanced diets
Assessment criteria
The learner can: 1.1 outline current local nutritional guidelines for a healthy diet 1.2 state the sources of essential nutrients 1.3 describe the impact of diet on health 1.4 describe the catering practices that help maintain the nutritional value of food.

Range
Nutritional guidelines These are subject to change, however, the following sources are currently available: <ul style="list-style-type: none">• appropriate local guidelines.
Sources Food items – bread and other cereals, fruit and vegetables, dairy products, meat, fish, pulses, foods containing fat, foods containing sugar.
Essential nutrients Carbohydrates, starches, fibre, protein, fat (including fatty acids),

vitamins A, B, C, D, E, folic acid, calcium, iron.

Impact

Negative: heart disease, strokes, obesity, diabetes, malnutrition, tooth decay, high blood pressure.

Positive: lower cholesterol, reduce the risk of heart disease and obesity.

Catering practices

Preparation (eg trimming fat): use of healthier cooking methods (eg use of alternatives to fats and oils, or cooking methods that do not require the use of fats and oils, such as, steaming instead of boiling to preserve vitamins, grilling instead of frying); service minimal holding times.

Learning outcome

The learner will:

2 be able to prepare healthy and nutritionally balanced meals

Assessment criteria

The learner can:

2.1 outline the main features of **special diets**

2.2 describe the **impact** of special diets on health

2.3 describe **catering practices** to be considered when planning and providing meals for those on special diets.

Range

Special diets

Vegetarian, vegan, religious/cultural (kosher, halal), medically related, allergies and intolerance, life stages (eg Children, expectant mothers, and elderly).

Impact

Negative: lack of nutrients, rickets, anaemia, insomnia, irritability, hair loss, poor appetite.

Positive: lower cholesterol, reduced risk of heart disease and obesity.

Catering practices

Interpreting information on labels, adjusting menus and recipes, substitution of ingredients, separation of food items and equipment, clear labelling of food, communication with staff and customers, providing a balanced healthy diet.

Learning outcome

The learner will:

3 prepare healthy and nutritionally balanced meals

Assessment criteria

The learner can:

3.1 plan menus to suit **special dietary requirements**

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------|
| 3.2 | provide dietary advice on the menu for good health or dietary choice life styles |
| 3.3 | adapt recipes to take account of special diets |
| 3.4 | prepare and cook balanced meals for different special dietary requirements avoiding destruction of nutrients . |

Range

Special dietary requirements

Young, old pregnant woman, religious and cultural beliefs, allergies, heart disease, diabetic, celiac, obese, vegetarians, vegans.

Dietary advice

Low fat, salt sugar diets, those likely to cause allergic reactions, religious beliefs, health choices, vegetarianism, vegans.

Adapt recipes

Reduced fats, sugars, salt, refined foods, add more seasoning, use alternative produce, yeast extracts, tofu, soya sauce, animal food replacements.

Destruction of nutrients

During storage: methods of storage, temperatures, humidity, time in storage.

During preparation: soaking in water, cutting.

During cooking: overcooking, incorrect temperatures.

During holding: prolonged holding, incorrect temperatures.

Unit 207

Prepare, cook and finish stocks, soups and sauces

UAN: Y/503/7851

Level: Level 2

GLH 40

NLH 60

Aim: Stocks, soups and sauces are the key building blocks of many dishes and an understanding of them is essential for any chef. The aim of this unit is to equip learners with the knowledge and skills required to prepare, cook and store stocks, soups and sauces.

Learning outcome

The learner will:

- 1 understand how to prepare, cook and finish stocks

Assessment criteria

The learner can:

- 1.1 describe different **types of stock** and their use
- 1.2 describe different preparation, cooking and finishing **methods** for stock
- 1.3 state the cooking time for different types of stock
- 1.4 list the **quality points of finished stock**
- 1.5 state the correct **chilling and storage procedures** for prepared stock.

Range

Types of stock

White (beef, veal, chicken, fish/shellfish, vegetable, game), brown (beef, veal, chicken, game), convenience products (court bouillon, glazes).

Methods

Preparing: washing, re-washing, cutting, chopping, blanching, browning
Cooking and finishing: simmering, skimming, straining, chilling.

Quality points of finished stock

Colour and appearance, consistency, seasoning, temperature.

Chilling and storage procedures

Chill quickly, temperature, date, labelling, covering, position in the fridge, stock rotation.

Learning outcome
The learner will: 2 be able to prepare, cook and finish stocks
Assessment criteria
The learner can: 2.1 select tools and equipment that are clean and fit for purpose 2.2 select appropriate ingredients for type of stock being prepared 2.3 select ingredients that are of the correct quality and quantity for recipe 2.4 prepare, cook and finish stock using appropriate methods 2.5 store stock not for immediate use 2.6 comply with personal hygiene and safety standards 2.7 plan work, estimate time and cost dishes for all procedures.

Range
Tools and equipment Knives, chopping boards, stock pots, jugs, utensils, strainers, stove, hot plates.
Ingredients Bones (meat, poultry, fish, shellfish, game), vegetables, flavourings (herbs and spices; bouquet garni), liquids (water, wine).
Types of stock White (beef, veal, chicken, fish/shellfish, vegetable, game), brown (beef, veal, chicken, game), convenience products (court bouillon, glazes).
Methods Preparing: washing, re-washing, cutting, chopping, blanching, browning Cooking and finishing: simmering, skimming, straining, chilling.

Learning outcome
The learner will: 3 understand how to prepare, cook and finish soups
Assessment criteria
The learner can: 3.1 describe different types of soups 3.2 describe methods used to clarify soups 3.3 describe different finishing methods for soups 3.4 state the correct storage procedures for prepared soups.

Range
Types of soup Velouté (cream), potage (eg minestrone, french onion), chowder (fish/shellfish, corn), bisque, chilled (gaspacho, vichyssoise), purée (eg

lentil, potato, vegetable), broth (scotch, mutton) consommé.
<p>Finishing methods Finish soup by thickening (liaison, cornflour, butter, cream, wines, fortified wines), garnishes (herbs, spices, vegetables, cream) Accompaniments: croutons, parmesan, sippets.</p>
<p>Storage procedures Chill quickly, temperature, date, labelling, covering, position in the fridge, stock rotation.</p>

Learning outcome
The learner will: 4 be able to prepare, cook and finish soups
Assessment criteria
The learner can: 4.1 select tools and equipment that are clean and fit for purpose 4.2 select appropriate ingredients for the soup being prepared 4.3 select ingredients that are of the correct quality and quantity for recipe 4.4 prepare, cook and finish soups using appropriate methods 4.5 store soups not for immediate use 4.6 comply with personal hygiene and safety standards 4.7 plan work and estimate time realistically for all procedures.

Range
<p>Tools and equipment Knives, chopping boards, cutting equipment, saucepan, mixers, liquidisers, utensils (including strainers), stoves, hot plates, fridge.</p> <p>Types of soup Velouté (cream), potage (eg minestrone, french onion), chowder (fish/shellfish, corn), bisque, chilled (gaspacho, vichyssoise), purée (eg lentil, potato, vegetable), broth (scotch, mutton) consommé.</p> <p>Methods Preparing: washing, cutting, chopping, Cooking and finishing: simmering, skimming, straining, chilling.</p>

Learning outcome
The learner will: 5 understand how to prepare, cook and finish sauces
Assessment criteria
The learner can: 5.1 describe different types of sauces 5.2 describe different finishing methods for sauces

5.3 state the correct **storage procedures** for prepared sauces.

Range

Types of sauces

white roux (béchamel derivatives), blond roux (veloute derivatives), brown roux (brown sauce derivatives), reductions (wine, cream), glazes, roast (jus)(meat), Emulsified (hollandaise derivatives, beurre blanc, mayonnaise).

Finishing methods

Adjust consistency (use of reduction, roux, beurre manie, breadcrumbs/rice, butter, powdered starch/thickening agents, liaison) and flavour (eg add cream, egg yolks, butter, pulses, seasoning), garnish.

Storage procedures

Chill quickly, temperature, date, labelling, covering, position in the fridge, stock rotation.

Learning outcome

The learner will:

6 be able to prepare, cook and finish sauces

Assessment criteria

The learner can:

- 6.1 select **tools and equipment** that are clean and fit for purpose
- 6.2 select appropriate ingredients for the **sauce** being prepared
- 6.3 select ingredients that are of the correct quality and quantity for recipe
- 6.4 prepare, cook and finish sauces using appropriate **methods**
- 6.5 store sauces not for immediate use
- 6.6 comply with personal hygiene and safety standards
- 6.7 plan work and estimate time realistically for all procedures.

Range

Tools and equipment

Chopping boards, knives, saucepans, spoons/spatulas, strainers, ladles, whisks, Bain Marie, stove, hot plate fridge.

Sauce

white roux (béchamel derivatives), blond roux (veloute derivatives), brown roux (brown sauce derivatives), reductions (wine, cream), glazes, roast (jus)(meat), Emulsified (hollandaise derivatives, beurre blanc, mayonnaise).

Methods

Preparing: cutting, chopping, grating, browning.

Cooking and finishing: simmering, skimming, passing and straining, chilling.

Unit 208

Prepare, cook and finish fish and shellfish dishes

UAN:	D/503/7852
Level:	Level 2
GLH	40
NLH	60
Aim:	The aim of this unit is to provide learners with a sound, rounded experience in preparing and cooking fish and shellfish dishes. They will learn to recognise the quality points of fish and shellfish with emphasis on safe and hygienic practices when preparing and cooking fish and shellfish. The unit focuses on the production of dishes, using suitable tools and equipment enabling learners to demonstrate the process of preparing, cooking and producing finished dishes using a range of commodities and ingredients.

Learning outcome
The learner will: 1 understand how to prepare, cook and finish fish and shellfish dishes
Assessment criteria
The learner can: 1.1 identify different types of fish and shellfish 1.2 describe the quality points of fish and shellfish 1.3 describe different cuts of fish 1.4 list different preparation methods for fish and shellfish 1.5 list different cooking methods for fish and shellfish 1.6 identify different sauces used in the finishing of dishes 1.7 describe different preservation methods for fish and shellfish 1.8 state the correct storage procedures for prepared fish and shellfish prior to cooking 1.9 identify local endangered species of fish and shellfish that should not be used.

Range
Fish Fresh water, sea water oily, sea water white round, sea water white flat.
Shellfish Crustacean – crab, lobster, shrimp, crawfish, scampi. Mollusca Univalve - limpets, whelks winkles, tower shells, tusk shells Bivalve – cockles, scallops mussels, oyster, razor clams, carpet shells, paddocks.

Cephalopod molluscs (squid, octopus, cuttlefish).

Quality points

Fish: smell, appearance, scales, skin, eyes, gills, flesh.

Shellfish: alive/cooked, weight, colour, signs of damage, closed, free from barnacles and mud, smell.

Cuts of fish

Darne, Tronçon, Filets, Suprême, Délice, Goujons, Goujonette, Paupiettes, Plaited (en tresse).

Preparation methods

Fish - trimming (may include removal of guts, eyes, gills, fins and scales), cleaning, gutting and leaving whole, skinning, filleting (removal of fish from bone), stuffing, wrapping, coating/crumbing

Shellfish - washing clean, boiling, removing meat from claws, body, legs and shell (eg crab), purging, removing barnacles, byssus threads (eg mussels), removing beak and transparent bone (eg squid).

Cooking methods

Roasting, grilling, frying (shallow, deep, stir fry), baking, stewing, poaching, braising, steaming.

Preservation methods

Chilling, vacuum packing, freezing, salting, brining, pickling, smoking, drying.

Storage

Temperature, date, labelling, covered, position in fridge, stock rotation.

Learning outcome

The learner will:

2 be able to prepare, cook and finish fish and shellfish dishes

Assessment criteria

The learner can:

- 2.1 select **tools and equipment** that are clean and fit for purpose
- 2.2 select appropriate **ingredients** for fish and shellfish dishes being prepared
- 2.3 select **fish** and **shellfish** that is of the correct **quality** and quantity for recipe
- 2.4 **prepare** fish and shellfish according to dish requirements
- 2.5 **cook** fish and shellfish using appropriate method monitoring quality points and making adjustments as required
- 2.6 **finish** fish and shellfish using appropriate method to recipe requirements
- 2.7 **store** fish and shellfish not for immediate use
- 2.8 comply with personal hygiene and safety standards
- 2.9 plan work and estimate time realistically for all procedures.

Range

Tools and equipment

Knives or cutting equipment, boards, trays, bowls, pans trays spatulas, whisks, strainers, tongs, ladles, Bain Marie, stoves, grills (over and under) ovens, fryer, hot plate cold and frozen storage.

Ingredients

Fish, shellfish, vegetables, fats, herbs, spices, salt, marinades, stocks, dairy products (cream).

Fish

Fresh water, sea water oily, sea water white round, sea water white flat.

Shellfish

Crustacean: crab, lobster, shrimp, crawfish, scampi.

Mollusc

Univalve: limpets, whelks winkles, tower shells, tusk shells.

Bivalve: cockles, scallops mussels, oyster, razor clams, carpet shells, paddocks.

Cephalopod molluscs (squid, octopus, cuttlefish).

Quality points

Fish: smell, appearance, scales, skin, eyes, gills, flesh.

Shellfish: alive/cooked, weight, colour, signs of damage, closed, free from barnacles and mud, smell.

Preparation methods

Fish: trimming (may include removal of guts, eyes, gills, fins and scales), cleaning, gutting and leaving whole, skinning, filleting (removal of fish from bone), cuts according to dish requirements (Darne, Tronçon, Filets, Suprême, Délice, Goujons, Goujonette, Paupiettes, Plaited (en tresse), stuffing, wrapping, coating.

Shellfish: washing clean, boiling, removing meat from claws, body, legs and shell (eg crab), purging, removing barnacles, byssus threads (eg mussels), removing beak and transparent bone (eg squid).

Cooking

Roasting, grilling, frying (shallow, deep, stir fry), baking, stewing, poaching, braising, steaming.

Finishing

Fish: garnishing, coating with sauces (hot and cold), combining with other ingredients, adjusting flavour.

Shellfish: adding sauce (cold sauce, hot sauce), adding vegetables, fruit, rice, pasta, garnish, accompaniments.

Store

Temperature, date, labelling, covered, position in the fridge, stock rotation.

Unit 209

Prepare, cook and finish meat, poultry and offal

UAN: H/503/7853

Level: Level 2

GLH 100

NLH 110

Aim: The aim of this unit is to provide learners with a rounded experience in preparing and cooking meat, poultry and offal dishes. They will learn to recognise the quality points of meat, poultry and offal with emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking.

The unit focuses on the production of dishes, using suitable tools and equipment and producing finished dishes using a range of commodities and ingredients.

Learning outcome

The learner will:

- 1 understand how to prepare, cook and finish meat, poultry and offal

Assessment criteria

The learner can:

- 1.1 identify different types of **meat, poultry** and **offal**
- 1.2 describe the **quality points** of meat, poultry and offal
- 1.3 identify different **cuts** of meat and poultry
- 1.4 list different **preparation methods** for meat, poultry and offal
- 1.5 list different **cooking methods** for meat, poultry and offal
- 1.6 describe different types of **flavourings** used for cooking meat, poultry and offal
- 1.7 describe different **preservation methods** for meat, poultry and offal
- 1.8 state the correct **storage procedures** for prepared meat, poultry and offal.

Range

Meat

Red meat (beef, lamb), white meat (veal, pork), local varieties.

Poultry

Chicken, turkey, guinea fowl, duck, goose, local varieties.

Offal

Liver, kidneys, other (eg tongue, tail, sweetbreads, heart), local varieties.

Quality points

Meat: compaction, texture, smell, colour, marbling, fat, bone, age, grading.

Poultry: aroma, freshness, type, damage, colour, temperature, texture, water content, compaction.

Offal: texture, smell, colour, fat, bone if applicable.

Cuts

Poultry: whole (roast), breasts, legs (eg confit), cut for sauté, suprêmes, thighs, drumstick, escalopes, strips/dice, flat (grill eg spatchcock).

Meat: beef (sirloin, fillet, rump, foreribs, topside, chuck); lamb (leg, shoulder, loin, rack/best end); pork (loin, leg, shoulder, fillet, belly); bacon (back, streaky, gammon); veal (cushion, loin, cutlets, escalopes).

Local variations: as appropriate.

Preparation methods

Meat: skinning (eg best ends of lamb, shoulder of lamb), trimming (eg bones, fat and removal of connective tissue/elastin), slicing (eg stir fries), dicing (eg pies, pasties, stews, sautés), mincing (eg bitocks, forcemeats), stuffing (eg shoulder of lamb), tying/securing (eg beef olives).

Poultry: skinning (eg breast chicken/duck), trimming (eg bones/fat/sinus), boning legs of poultry, slicing, (eg stir fry), dicing (eg pies), mincing (eg forcemeats), stuffing neck cavities, trussing.

Offal: skinning (eg liver, kidneys, oxtail), boning (eg tongue, trotters, de-segmenting oxtail), trimming (eg fat, gristle, tubes, remove bile), slicing, dicing (eg pies, suet puddings), grinding (eg fine pâtés), mincing (eg pâtés, faggots), stuffing (eg hearts, kidneys), tying/securing (eg hearts, kidneys).

Cooking methods

Meat:

- Dry: roasting (eg best ends of lamb, rolled and stuffed breast of pork), grilling (eg pork chops, rib eye steaks, kebabs), shallow frying (eg stir fried beef, pork escalopes, lamb medallions), deep frying (eg croquettes, tempuras, samosas), baking (eg pies, savoury pastries).
- Wet: boiling (fresh and salted – eg silverside of beef, hocks of bacon), cooking bones (eg stocks), poaching (eg fillet of beef), steaming (eg terrines), stewing (eg navarins, ragoûts, blanquettes, fricassées, curries, chilli con carne), braising (eg beef olives, carbonades, hot pots, casseroles combination (hams)).

Poultry:

- Dry: roasting (eg whole poultry), grilling (eg flatten chicken, kebabs), shallow frying (eg escalopes, suprêmes (pâné), chicken sauté), deep frying (eg southern fried, croquettes), baking (eg chicken and ham pies).
- Wet: poaching (eg chicken suprêmes), stewing (eg fricassees, curries), braising (eg duck legs).

Offal:

- Dry: grilling (eg kebabs - lambs liver, lambs kidneys), shallow frying (eg kidneys, liver, veal liver), baking (eg steak and kidney pies, pasties, pâtés), use of Bain Marie.
- Wet: boiling (eg tongue, tripe), poaching, steaming (eg steak and

kidney puddings, terrines); braising (eg casseroles - hearts, oxtail, ox liver, ox tongue).

Flavourings

Herbs, seasonings, spices, vegetables, fruits, nuts, mixed spice pastes, purées, marinades (wines, vinegars, oils, herbs, spices/yoghurt, lemon juice, herbs, spices/soy sauce based).

Preservation methods

Chilling, freezing, vacuum packing, salting, canning, pickling, smoking, drying.

Storage procedures

Temperature (fresh/frozen), date, labelling, covered, position in the fridge, stock rotation.

Learning outcome

The learner will:

2 be able to prepare, cook and finish meat, poultry and offal

Assessment criteria

The learner can:

- 2.1 select **tools and equipment** required that are clean and fit for purpose
- 2.2 select appropriate ingredients for **meat, poultry** and **offal** dishes being prepared
- 2.3 select meat, poultry and offal that is of the correct **quality** and quantity for recipe
- 2.4 **prepare** meat, poultry and offal using appropriate methods according to dish requirements
- 2.5 **cook** meat, poultry and offal using appropriate methods monitoring quality points and making adjustments as required
- 2.6 **finish** meat, poultry and offal using appropriate method to recipe requirements
- 2.7 **store** meat, poultry and offal not for immediate use
- 2.8 comply with personal hygiene and safety standards
- 2.9 plan work and estimate time realistically for all procedures.

Range

Tools and equipment

Knives, boards, trays, bowls, pans, spatulas, whisks, strainer, tongs, spoon ladles, knives, Bain Marie, stoves, grills (over and under fired), ovens, fryer, hot plates, cold and frozen storage.

Meat

Red meat (beef, lamb), white meat (veal, pork), local varieties.

Poultry

Chicken, turkey, guinea fowl, duck, goose, local varieties.

Offal

Liver, kidneys, other (eg tongue, tail, sweetbreads, heart), local varieties.

Quality points

Meat: compaction, texture, smell, colour, marbling, fat, bone, age.

Poultry: aroma, freshness, type, damage, colour, temperature, texture, water content, compaction.

Offal: texture, smell, colour, fat, bone if applicable.

Preparation methods

Meat: skinning (eg best ends of lamb, shoulder of lamb), trimming (eg bones, fat and removal of connective tissue/elastin), slicing (eg stir fries), dicing (eg pies, pasties, stews, sautés), mincing (eg forcemeats), stuffing (eg shoulder of lamb), tying/securing (eg beef olives).

Poultry: skinning (eg breast chicken/duck), trimming (eg bones/fat/sinus), boning legs of poultry, slicing, (eg stir fry), dicing (eg pies), mincing (eg forcemeats), stuffing neck cavities, trussing.

Offal: skinning (eg liver, kidneys, oxtail), boning (eg tongue, trotters, de-segmenting oxtail), trimming (eg fat, gristle, tubes, remove bile), slicing, dicing (eg pies, suet puddings), grinding (eg fine pâtés), mincing (eg pâtés, faggots), stuffing (eg hearts, kidneys), tying/securing (eg hearts, kidneys).

Cooking methods

Meat:

- Dry: roasting (eg best ends of lamb, rolled and stuffed breast of pork), grilling (eg pork chops, rib eye steaks, kebabs), shallow frying (eg stir fried beef, pork escalopes, lamb medallions), deep frying (eg croquettes, tempuras, samosas), baking (eg pies, savoury pastries).
- Wet: boiling (fresh and salted – eg silverside of beef, hocks of bacon), cooking bones (eg stocks), poaching (eg fillet of beef), steaming (eg terrines), stewing (eg navarins, ragoûts, blanquettes, fricassées, curries, chilli con carne), braising (eg beef olives, carbonades, hot pots, casseroles combination (hams).

Poultry:

- Dry: roasting (eg whole poultry), grilling (eg flatten chicken, kebabs), shallow frying (eg escalopes, suprêmes (pané), chicken sauté), deep frying (eg southern fried, croquettes), baking (eg chicken and ham pies).
- Wet: poaching (eg chicken suprêmes), stewing (eg fricassees, curries), braising (eg duck legs).

Offal:

- Dry: grilling (eg kebabs - lambs liver, lambs kidneys), shallow frying (eg kidneys, liver, veal liver), baking (eg steak and kidney pies, pasties, pâtés), use of Bain Marie.
- Wet: boiling (eg tongue, tripe), poaching, steaming (eg steak and kidney puddings, terrines); braising (eg casseroles - hearts, oxtail, ox liver, ox tongue).

Finish

Skim, adjust (seasoning, consistency), texture, temperature, garnish.

Store

Temperature (fresh/frozen), date, labelling, covered, position in the fridge, stock rotation.

Unit 210

Prepare, cook and finish vegetables, fruit and pulses

UAN:	K/503/7854
Level:	Level 2
GLH	50
NLH	70
Aim:	The aim of this unit is to enable the learner to develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking vegetables, fruit and pulses to produce dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge

Learning outcome
The learner will: 1 understand how to prepare, cook and finish vegetable, fruit and pulse dishes
Assessment criteria
The learner can: 1.1 identify different types of vegetables, fruit and pulses 1.2 describe the quality points of vegetables, fruit and pulses 1.3 identify different cuts used in the preparation of fruit and vegetables 1.4 list different preparation methods for vegetables, fruit and pulses 1.5 list different cooking methods for vegetables, fruit and pulses 1.6 describe different types of flavourings used for cooking vegetables, fruit and pulses 1.7 describe different preservation methods for vegetables, fruit and pulses 1.8 state the correct storage procedures for prepared vegetables, fruit and pulses.

Range**Vegetables**

Root, bulb, tuber, leaf, brassica, pods (fresh, dried – pulses), seed, nuts, vegetable fruit, stems/shoots, flower, fungi, vegetable protein (eg soya, tofu, tempeh), seaweed, sea vegetable.

Fruit

Soft, hard, stoned, tropical.

Pulses

Beans, peas, lentils.

Quality points

Clean, undamaged, mould free, firm and crisp, good colour, size/shape, age and tenderness.

Cuts

Jardiniere, Macedoine, Julienne, Mirepoix, Paysanne, Brunoise.

Preparation methods

Vegetables and fruit: washing, re-washing, peeling, trimming, scraping, shaping, dicing, slicing, cutting, chopping, grating, crushing, scoring, shredding, de-seeding, stuffing, layering, mixing, blanching, soaking, seasoning, piping, shaping, marinating, tying and portioning, flavouring.

Pulses: picking out (eg stones), washing, re-washing, soaking, boiling, draining, cooking, frying, flavouring.

Cooking methods

Dry: roasting, grilling, frying (deep, shallow, stir fry).

Wet: boiling, steaming, stewing, braising.

Flavourings

Herbs, seasonings, spices, nuts, mixed spice pastes, purées, marinades (wines, vinegars, oils, herbs, spices/yoghurt, lemon juice, herbs, spices/soy sauce based), fruit syrups.

Preservation methods

Pickling, canning, freezing, chilling, vacuum packing, drying, candying.

Storage procedures

Temperature, date, labelling, covering, position in the fridge, stock rotation.

Learning outcome

The learner will:

2 be able to prepare, cook and finish vegetable, fruit and pulse dishes

Assessment criteria

The learner can:

- 2.1 select **tools and equipment** required that are clean and fit for purpose
- 2.2 select appropriate **ingredients** for vegetable, fruit and pulse dishes being prepared
- 2.3 select **vegetables, fruit and pulses** that are of the correct **quality** and quantity for recipe
- 2.4 **prepare** vegetables, fruit and pulses using appropriate methods according to dish requirements
- 2.5 **cook** vegetables, fruit and pulses using appropriate methods monitoring quality points and making adjustments as required
- 2.6 **finish** vegetables, fruit and pulses using appropriate method to recipe requirements
- 2.7 **store** vegetables, fruit and pulses not for immediate use
- 2.8 comply with personal hygiene and safety standards
- 2.9 plan work and estimate time realistically for all procedures.

Range**Tools and equipment**

Knives/cutting equipment, boards, trays, bowls, graters, mandolin, fryers, pots, sauce pans, braising pots, utensils.

Ingredients

Vegetables: stuffings/duxelles, rice, nuts, fruit, herbs, spices, oils, coatings (milk flour/flour egg breadcrumb batters), wrappings (eg filo pastry).

Fruit: syrups/stocks (wine, water, syrup), wrappings (eg filo pastry)

Pulses: fats (oil, ghee) spices, herbs, stock, sauces, vegetables, meat.

Vegetables

Root, bulb, tuber, leaf, brassica, pods (fresh, dried – pulses), seed, nuts, vegetable fruit, stems/shoots, flower, fungi, vegetable protein (eg soya, tofu, tempeh), seaweed, sea vegetable.

Fruit

Soft, hard, stoned, tropical.

Pulses

Beans, peas, lentils.

Quality points

Clean, undamaged, mould free, firm and crisp, good colour, size/shape, age and tenderness.

Preparation methods

Vegetables and fruit: washing, re-washing, peeling, trimming, scraping, shaping, dicing, slicing, cutting, chopping, grating, crushing, scoring, shredding, de-seeding, stuffing, layering, mixing, blanching, soaking, seasoning, piping, shaping, marinating, tying and portioning, flavouring
Pulses: picking out (eg stones), washing, re-washing, soaking, boiling, draining, cooking, frying, flavouring.

Cooking methods

Dry: roasting, grilling, frying (deep, shallow, stir fry).
Wet: boiling, steaming, stewing, braising.

Finishing methods

Adjust (seasoning, consistency), gratinate, glaze, temperature, garnish.

Store

Temperature, date, labelling, covering, position in the fridge, stock rotation.

Unit 211

Prepare, cook and finish rice, grain, farinaceous products and egg dishes

UAN: M/503/7855

Level: Level 2

GLH 20

NLH 30

Aim: The aim of this unit is to enable the learners to develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking rice, grains, farinaceous products and egg dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge. Throughout this unit learners will be expected to demonstrate safe and hygienic working practices.

Learning outcome

The learner will:

- 1 understand how to prepare, cook and finish rice

Assessment criteria

The learner can:

- 1.1 describe different types of **rice** and their use
- 1.2 list different **preparation methods** for rice
- 1.3 list different **cooking methods** for rice
- 1.4 state the correct **storage procedures** for prepared rice dishes.

Range

Rice

Long grain (brown and white, Basmati, wild rice), short grain (eg Arborio, Carnaroli), glutinous rice (white and black).

Preparation methods

Picking, washing, soaking, rewashing, sweating, coating, boiling, straining, chilling, mixing, rolling, cutting, stuffing (eg Sushi).

Cooking methods

Boiling, steaming, braising, stewing, frying (stir, shallow, deep), gratinating.

Storage procedures

Temperature, labelling, covering, position in the fridge, stock rotation.

Learning outcome

The learner will:

2 be able to prepare, cook and finish rice

Assessment criteria

The learner can:

- 2.1 select **tools and equipment** that are clean and fit for purpose
- 2.2 select appropriate ingredients for **rice** dish being prepared
- 2.3 select **ingredients** that are of the correct quality and quantity for recipe
- 2.4 **prepare** rice using appropriate methods according to dish requirements
- 2.5 **cook** rice using appropriate methods monitoring **quality points** and making adjustments as required
- 2.6 **finish** rice dishes using appropriate methods to recipe requirements
- 2.7 store rice dishes not for immediate use
- 2.8 comply with personal hygiene and safety standards
- 2.9 plan work, estimate time, and cost dishes realistically for all procedures.

Range**Tools and equipment**

Knives, boards, utensils, trays, bowls, pans, trays, stoves, ovens, fryers, woks, hot plates, fridges and freezers.

Ingredients

Herbs, spices, sauces, flavourings, vegetables, meat, poultry, fish, shellfish, eggs, vegetable proteins, fruits, dairy products, nuts, seeds.

Rice

Long grain (brown and white, Basmati, wild rice), short grain (eg Arborio, Carnaroli), glutinous rice (white and black).

Prepare

Picking, washing, soaking, rewashing, sweating, coating, boiling, straining, chilling, mixing, rolling, cutting, stuffing (eg Sushi).

Cook

Boiling, steaming, braising, stewing, frying (stir, shallow, deep), gratinating.

Quality points

Texture, moisture.

Finish

Adjusting (seasoning, consistency), shaping, moulding, de moulding, portioning, garnishing.

Learning outcome
The learner will: 3 understand how to prepare, cook and finish grains
Assessment criteria
The learner can: 3.1 describe different types of grains and their uses 3.2 list different preparation methods for grains 3.3 list different cooking methods for grains 3.4 state the correct storage procedures for prepared grain dishes.

Range
Grains Barley, wheat (semolina, cous cous, cracked wheat, bulgur), buckwheat, quinoa, oats, millet, rye, corn/maize.
Preparation methods Washing, rewashing, soaking, mixing, chilling, saucing, grinding, seasoning.
Cooking methods Boiling, baking, braising, stewing, frying (stir, shallow, deep), gratinating.
Storage procedures Temperature, labelling, covering, position in the fridge, stock rotation.

Learning outcome
The learner will: 4 be able to prepare, cook and finish grains
Assessment criteria
The learner can: 4.1 select tools and equipment that are clean and fit for purpose 4.2 select appropriate ingredients for grain dish being prepared 4.3 select ingredients that are of the correct quality and quantity for recipe 4.4 prepare grains using appropriate methods according to dish requirements 4.5 cook grains using appropriate methods monitoring quality points and making adjustments as required 4.6 finish grain dishes using appropriate methods to recipe requirements 4.7 store grain dishes not for immediate use 4.8 comply with personal hygiene and safety standards during practical 4.9 plan work, estimate time and cost dishes realistically for all procedures.

Range
<p>Tools and equipment Knives, boards, utensils, trays, bowls, pans, trays, stoves, ovens, fryer, wok, hot plates, fridges and freezers.</p> <p>Ingredients Sauces (eg béchamel, veloûtés, jus-lie derivatives, meat, tomato, pesto), vegetables, meat, dairy products, herbs, spices.</p> <p>Grains Barley, wheat (semolina, cous cous, cracked wheat, bulgur), buckwheat, quinoa, oats, millet, rye, corn/maize.</p> <p>Prepare Washing, rewashing, soaking, mixing, chilling, saucing, grinding, seasoning.</p> <p>Cook Boiling, baking, braising, stewing, frying (stir, shallow, deep), gratinating.</p> <p>Quality points Texture, moisture.</p> <p>Finish Adjusting (seasoning, consistency), shaping, moulding, de moulding, portioning, garnishing.</p> <p>Store Temperature, labelling, covering, position in the fridge, stock rotation.</p>

Learning outcome
The learner will: 5 understand how to prepare, cook and finish farinaceous products
Assessment criteria
The learner can: 5.1 describe different types of farinaceous products and their use 5.2 list different preparation methods for farinaceous products 5.3 list different cooking methods for farinaceous products 5.4 state the correct storage procedures for farinaceous products.

Range
<p>Types of farinaceous products Pasta (fresh, dried, filled, stuffed, varied shapes (eg Rigatoni, Cannelloni, Spaghetti, Linguini, Twists or Rotini, Farfelle, Vermicelli, Penne, Orzo), gnocchi, blini, tortilla, dumplings, noodles, pancakes.</p>

Preparation methods

Mixing, rolling, cutting, stuffing, filling, combining ingredients, straining, refreshing, chilling.

Cooking methods

Boiling, baking, frying, steaming, poaching, gratinating.

Finishing methods

Adjusting (seasoning, consistency), shaping, moulding, de moulding, portioning, garnishing.

Storage procedures

Temperature, labelling, covering, position in the fridge, stock rotation.

Learning outcome

The learner will:

6 be able to prepare, cook and finish farinaceous products

Assessment criteria

The learner can:

- 6.1 select **tools and equipment** that are clean and fit for purpose
- 6.2 select appropriate **ingredients** for **farinaceous products** being prepared
- 6.3 select ingredients that are of the correct quality and quantity for recipe
- 6.4 **prepare** farinaceous products using appropriate methods according to dish requirements
- 6.5 **cook** farinaceous products using appropriate methods monitoring **quality points** and making adjustments as required
- 6.6 **finish** farinaceous products using appropriate methods to recipe requirements
- 6.7 **store** farinaceous products not for immediate use
- 6.8 comply with personal hygiene and safety standards
- 6.9 plan work, estimate time and cost dishes realistically for all procedures.

Range**Tools and equipment**

Rolling pin, pasta machine, cutters, moulds, knives, strainers, pans, utensils, graters, mixing machines, blenders, stoves, ovens, grills, fridges and freezers, pastry brushes.

Ingredients

Sauces (eg béchamel, veloûtés, jus-lie derivatives, meat, tomato, pesto) vegetables, meat, dairy products, herbs and spices.

Farinaceous products

Pasta (fresh, dried, filled, stuffed, varied shapes (eg Rigatoni, Cannelloni, Spaghetti, Linguini, Twists or Rotini, Farfelle, Vermicelli, Penne, Orzo), gnocchi, blini, tortilla, dumplings, noodles, pancakes.

Prepare

Mixing, rolling, cutting, stuffing, filling, combining ingredients, straining, refreshing, chilling.

Cook

Boiling, baking, frying, steaming, poaching, gratinating.

Quality points

Texture, al dente.

Finish

Adjusting (seasoning, consistency), shaping, moulding, de moulding, portioning, garnishing.

Store

Temperature, labelling, covering, position in the fridge, stock rotation.

Learning outcome

The learner will:

7 understand how to prepare, cook and finish egg dishes

Assessment criteria

The learner can:

7.1 list different **types of eggs**

7.2 describe the different **ways that eggs are produced**

7.3 list a range of **egg dishes**

7.4 list different **preparation methods** for egg dishes

7.5 list different **cooking methods** for egg dishes

7.6 describe the **preservation methods** for eggs

7.7 state the correct **storage procedures** for prepared egg dishes.

Range**Types of eggs**

Chicken, quail, duck, turkey, ostrich.

Ways that eggs are produced

Laying cages, barns, free range systems, organic system.

Egg dishes

Boiled, poached, fried, omelette (frittata, tortilla, sweet), scrambled, steamed, savoury soufflé.

Preparation methods

Mixing, whisking, combining ingredients, seasoning.

Cooking methods

Boiling, poaching, frying (shallow, deep, stir fry), scrambling, baking,

griddling, steaming.
Preservation methods Pasteurising, drying, freezing, pickling.
Storage procedures Temperature, labelling, covering, position in the fridge, stock rotation.

Learning outcome
The learner will: 8 be able to prepare, cook and finish egg dishes
Assessment criteria
The learner can: 8.1 select tools and equipment that are clean and fit for purpose 8.2 select appropriate ingredients for egg dish being prepared 8.3 select ingredients that are of the correct quality and quantity for recipe 8.4 prepare egg dishes using appropriate methods according to dish requirements 8.5 cook egg dishes using appropriate methods monitoring quality points and making adjustments as required 8.6 finish egg dishes using appropriate methods to recipe requirements 8.7 store egg dishes not for immediate use 8.8 comply with personal hygiene and safety standards 8.9 plan work, estimate time and cost dishes realistically for all procedures.

Range
Tools and equipment Pans, utensils, stove, oven grill, griddles, deep fryers, steamers, knives, boards, trays, bowls, woks, hot plates, fridges and freezers.
Ingredients Fish, meat, dairy products, vegetables, breadcrumbs, sauces, dry ingredients, herbs, spices.
Prepare: Mixing, whisking, combining ingredients, seasoning.
Egg dishes: Boiled, poached, fried, omelette (frittata, tortilla, sweet), scrambled, steamed, savoury soufflé.
Cook Boiling, poaching, frying (shallow, deep, stir fry), scrambling, baking, griddling, steaming.

Quality points

Texture according to dish requirements.

Finish

Adjusting (seasoning, consistency), shelling (boiled eggs), shaping, moulding, de moulding, trimming, portioning, garnishing, adding sauce.

Store

Temperature, labelling, covering, position in the fridge, stock rotation.

Unit 212

Prepare, cook and finish bakery products

UAN: T/503/7856

Level: Level 2

GLH 60

NLH 80

Aim: This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish bakery products for service.

Learning outcome

The learner will:

- 1 understand how to prepare, cook and finish bakery products

Assessment criteria

The learner can:

- 1.1 identify different types of **bakery products**
- 1.2 describe the **quality points** of bakery products
- 1.3 describe different **types of flour** and their uses
- 1.4 list a range of **fillings** for bakery products
- 1.5 state the correct **storage procedures** for bakery products
- 1.6 describe the different methods used to produce bakery products
- 1.7 identify common faults related to bakery products.

Range

Bakery products

Bread: loaves, rolls, pizzas, simple and enriched dough for sweet and savoury bread, unleavened.

Pastry: short crust, sweet pastry, choux pastry, local pastry, puff pastry

Pastry products: flans, tarts, tartlets, pies, crumbles, cobblers.

Sponges and cakes: eg Genoese sponge, Victoria sponge, Swiss roll, fruit, speciality small cakes, cup cakes, scones.

Petit fours (eg langue de chat, sablé), biscuits, shortbread.

Quality points

Texture, temperature, colour, consistency, freshness.

Types of flour

Strong white, medium, soft, wholemeal, semolina, speciality flours.

Fillings

Sweet: crême pâtissier, frangipane, fresh fruit, cream, butter cream, jam.

Savoury: eggs, cheese, meat, yogurt, fish, shellfish, vegetables, herbs, fruit, spices.

Storage procedures

Temperature, labelling, covered, position in the fridge, freezing, stock rotation.

Faults

Recipe imbalance, incorrect ingredients, over/under mixing, incorrect oven temperature, over/under cooking.

Learning outcome

The learner will:

2 be able to prepare, cook and finish bakery products

Assessment criteria

The learner can:

- 2.1 select **tools and equipment** that are clean and fit for purpose
- 2.2 select appropriate **ingredients** for bakery products being prepared
- 2.3 select ingredients for **bakery products** that are of the correct quality and quantity for recipe
- 2.4 **prepare** and bake products using appropriate methods
- 2.5 **finish** bakery products using appropriate methods to recipe requirements
- 2.6 **store** bakery products not for immediate use
- 2.7 comply with personal hygiene and safety standards
- 2.8 plan work, estimate time and cost dishes realistically for all procedures.

Range

Tools and equipment

Bowls, scales, whisks, rolling pin, spoons(metal/wooden/plastic, spatulas), baking trays (silicone sheets, non stick baking liners), cooling racks, piping bags nozzles, knives including palette knife, peelers, boards, mixing machines, food processors, liquidiser/ blenders, cake tins (brioche, savarin, Gugelhopf tin, fluted tart tin, flan ring, patty tins, sandwich tin), graters, oven gloves, dough scraper, measuring jugs, sieves, cutters, oven.

Ingredients

Flour (strong white, medium, soft, wholemeal, semolina, speciality flours), fat (butter, margarine, oil, ghee, lard), sugar (caster sugar, icing sugar, granulated sugar, syrups, honey), fruit (fresh/dried/ candied/glace), chocolate, cocoa, yeast, dairy products (eggs, milk, yogurt, cream, cheese), spices, herbs, seed, nuts, water, chemical leaveners eg Bicarbonate of soda, salt, fillings/stuffings (meat, vegetables, fish, shellfish), convenience pastry (eg filo) chocolate(dark, milk, white), flavourings (eg rose water, coffee, orange flower water, essences, extracts), jams, oats.

Bakery products

Bread: loaves, rolls, pizzas, simple and enriched dough for sweet and

savoury bread, unleavened.

Pastry: short crust, sweet pastry, choux pastry, local pastry, puff pastry.

Pastry products: flans, tarts, tartlets, pies, crumbles, cobblers.

Sponges and cakes: eg Genoese sponge, Victoria sponge, Swiss roll, fruit, speciality small cakes, cup cakes, scones.

Petit fours (eg langue de chat, sablé), biscuits, shortbread.

Preparation methods

Weighing, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, kneading, shaping, rolling, spreading, greasing, lining (rings, tins, baking sheets), cooling, piping, portioning, resting, creaming, boiling, aeration, baking.

Finishing methods

Glazing, dusting, portioning, icing, piping, filling, rolling, smoothing.

Store

Temperature, labelling, covered, position in fridge or freezer, stock rotation.

Unit 213

Prepare, cook and finish hot and cold desserts and puddings

UAN:	A/503/7857
Level:	Level 2
GLH	24
NLH	35
Aim:	This unit covers the preparation, cooking and finishing of hot and cold desserts and puddings for service.

Learning outcome
The learner will: 1 understand how to prepare, cook and finish hot and cold desserts and puddings
Assessment criteria
The learner can: 1.1 identify different types of hot and cold desserts and puddings 1.2 describe the quality points of hot and cold desserts and puddings 1.3 list different preparation methods for hot and cold desserts and puddings 1.4 list different cooking methods for hot and cold desserts and puddings 1.5 list different finishing and decorating methods for hot and cold desserts and puddings 1.6 state the correct storage procedures for prepared hot and cold desserts and puddings.

Range
Cold dessert Meringues, soufflés (cold), egg based cold desserts, gelatine set desserts, ice cream, sorbets, fruit based desserts, mousses.
Hot desserts and puddings Sponge based, fruit based, batter based, egg based, milk puddings, soufflés (hot).
Quality points Texture, temperature, colour, consistency, freshness.
Preparation methods Weighing, measuring, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, spreading, greasing, lining (rings, tins, baking sheets), cooling piping portioning, creaming, boiling, aeration,

<p>moulding.</p> <p>Cooking methods Boiling, poaching, steaming, baking, Bain Marie, stewing, frying, combination cookery.</p> <p>Finishing and decorating methods Cold desserts: piping, saucing, piped motifs, run outs, cigarettes, cut outs, moulding. Hot desserts and puddings: piping, filling, saucing, glazing, dusting, portioning, decorative toppings (chocolate, fruit, biscuits, sugar). Sauces: Flavoured syrups, crème anglaise, fruit coulis, chocolate, cooked fruit sauces.</p> <p>Storage procedures Temperature, date, labelling, covered, position in the fridge, stock rotation.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>2 be able to prepare, cook and finish hot and cold desserts and puddings</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 select tools and equipment that are clean and fit for purpose</p> <p>2.2 select appropriate ingredients for hot and cold desserts and puddings being prepared</p> <p>2.3 select ingredients for hot and cold desserts and puddings that are of the correct quality and quantity for recipe</p> <p>2.4 prepare hot and cold desserts and puddings using appropriate methods according to dish requirements</p> <p>2.5 cook hot and cold desserts and puddings using appropriate methods monitoring quality points and making adjustments as required</p> <p>2.6 finish and decorate hot and cold desserts and puddings using appropriate methods to recipe requirements</p> <p>2.7 check the quality of the finished hot and cold desserts and puddings before service</p> <p>2.8 store hot and cold desserts and puddings not for immediate use</p> <p>2.9 comply with personal hygiene and safety standards</p> <p>2.10 plan work, estimate time and cost dishes realistically for all procedures.</p>

<p>Range</p> <p>Tools and equipment Bowls, scales, whisks, rolling pin, spoons (metal/wooden/plastic, spatulas), baking trays (silicone sheets non stick baking liners), cooling racks, piping bags nozzles, knives including palette knife, peelers, boards, mixing machines, food processors, liquidiser/ blenders, cake tins (tart tin, flan ring, patty tins, sandwich tin), graters, oven, oven gloves,</p>

measuring jugs, sieves, ice cream machines, moulds, deep fat fryers, crepe pans, steamers, salamanders, refrigerators, freezers.

Ingredients

Flour (soft, buckwheat ,semolina, speciality flours) ,fat (butter, margarine, oil), sugar (caster sugar, icing sugar, granulated sugar, treacle, syrups, honey), fruit (fresh/dried/ candied/glacé), cocoa, dairy products (eggs, milk, yogurt, cream, cheese), spices, seed, nuts, water, chemical leaveners (eg. Bicarbonate of soda), salt, fillings, chocolate (dark, milk, white), flavourings (rose water, coffee, orange flower water), essences/ extracts, jams.

Cold desserts

Meringues, soufflés (cold), egg based cold desserts, gelatine set desserts, ice cream sorbet, fruit based desserts, mousse.

Hot desserts and puddings

Sponge based, fruit based, batter based, egg based, milk puddings, soufflé (hot).

Preparation methods

Weighing/ measuring, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, spreading, greasing, lining (rings, tins, baking sheets),cooling piping portioning, creaming, boiling, aeration, moulding.

Cooking methods

Boiling, poaching, steaming, baking, Bain Marie, stewing, frying combination cookery.

Finishing and decorating methods

Cold desserts: piping, saucing, piped motifs, run outs, cigarettes, cut outs, moulding.

Hot desserts and puddings: piping, filling, saucing, glazing, dusting, portioning, decorative toppings (chocolate, fruit, biscuits, sugar).

Sauces: flavoured syrups, crème anglaise, fruit coulis, chocolate, cooked fruit sauces.

Quality

Texture, temperature, colour, consistency, freshness.

Store

Temperature, date, labelling, covered, position in the fridge, stock rotation.

Unit 219

Catering operations, costs and menu planning

UAN: F/503/7858

Level: Level 2

GLH 40

NLH 50

Aim: The aim of this unit is to provide an insight into catering operations and menu planning and to equip the candidate with the necessary skills to understand and calculate the costs involved in running a catering operation.

Learning outcome

The learner will:

- 1 understand the organisation of kitchens

Assessment criteria

The learner can:

- 1.1 describe the structure of a 'partie system'
- 1.2 identify **current trends** in food production operations
- 1.3 explain the **importance of kitchen layout** to promote good work flow in relation to **food production systems**
- 1.4 describe the **importance of correct work flow** in **catering operations**
- 1.5 outline the **staffing hierarchy** in a traditional kitchen
- 1.6 describe the **responsibilities of specific job roles** in a traditional kitchen organisation.

Range

Current trends

Technological changes, social changes, speed of service, food technology developments (eg cook/freeze).

Importance of kitchen layout

To comply with legislation (health and safety, food safety), efficiency (time and motion).

Food production systems

Fast food production system, á la carte menu partie system, self service counter system.

Importance of correct work flow

To establish communication between departments, to improve efficiency, better quality of finished products, reduce risk of accidents, to promote good health and safety and food safety practice, to provide a better service to the customer.

Catering operations

Hotels, restaurants, hospitals, industrial catering, school meals.

Staffing hierarchy

Kitchen brigade (executive chef, executive sous chef, head chef, sous chef, chef de partie, demi-chef de partie, commis, trainee).

Responsibilities of specific job roles

Chef de partie & commis chef (responsible for setting tasks in accordance with standard operating procedures); sous chef (supervision of staff and tasks, supervision of food safety and health and safety practices, quality control, deputising in the absence of the head chef); head chef (management of staff, implementation of food safety and health and safety legislation and practices, menu planning, costing, ordering stock, staff rota, staff training).

Learning outcome

The learner will:

2 understand how to plan and prepare menus for catering operations

Assessment criteria

The learner can:

2.1 describe menus for different types of **meal occasion**

2.2 interpret menus for food production

2.3 explain the **importance of the menu** for food production and food service

2.4 discuss the **factors to be considered** in the planning of menus

2.5 identify the **technical terminology** used in menu planning.

Range

Meal occasion

Afternoon tea, table d'hôte, à la carte, dessert menus, function menus, speciality menus, ethnic menus, traditional menus, lunch/dinner menus.

Importance of the menu

Means of communication between the customer and a caterer, planning tool (a blueprint for a catering organisation), local legal requirements.

Factors to be considered

Type of customers, price being charged, availability of food commodities, equipment available, staff availability, space available, type of organisation, season.

Technical terminology

Table d' hôte, à la carte, hors d'oeuvres, potage, entrée, relevé, fromage, farinaceous.

Learning outcome
The learner will: 3 understand basic costs associated with the catering industry
Assessment criteria
The learner can: 3.1 explain the importance of food costs within catering operations 3.2 describe the factors which must be monitored to control food costs and profit 3.3 calculate costs and quantities relevant to simple activities in catering operations 3.4 display the basic numeracy skills using calculator and manual methods 3.5 calculate percentages to achieve a set gross profit.

Range
Importance of food costs Maintain gross profit percentage, achieve the set net profit required.
Catering operations Hotels, restaurants, hospitals, industrial catering, school meals.
Factors which must be monitored Sourcing and purchasing food commodities, quality of food commodities, control of food commodities, accurate weighing and measuring, preparation and cooking losses, wastage control.
Catering operations Hotels, restaurants, hospitals, industrial catering, school meals.
Basic numeracy skills Addition, subtraction, multiplication, division.

Learning outcome
The learner will: 4 understand how to apply basic calculations used in catering operations
Assessment criteria
The learner can: 4.1 describe the elements of cost associated with catering operations 4.2 explain the terms 'gross profit' and 'net profit' 4.3 discuss factors to be considered to ensure that the agreed net profit is achieved 4.4 calculate the food cost of dishes and determine the food cost per portion of dishes 4.5 determine the selling price of different types of dish and menu

at specific percentages of gross and net profit.

Range**Elements of cost**

Food, labour, overheads (gas, electricity, rates, servicing, advertising).

Catering operations

Hotels, restaurants, hospitals, industrial catering, school meals.

Factors to be considered

Food costs (purchasing, storage, preparation, cooking and service), labour costs (direct and indirect), overhead costs (services, maintenance, repairs and sundry expenses).

Types of dish

Starters and soups, meat and poultry dishes, egg and fish dishes, pasta and vegetable dishes, desserts and savoury dishes.

Types of menus

Breakfast, lunch, afternoon tea, dinner.

Unit 221 Culinary Arts Principles

This synoptic test covers the assessment of the underpinning knowledge in the following units:

105 Prepare food for cold presentation
202 Safety at work
206 Healthier foods and special diets
207 Prepare, cook and finish stocks, soups and sauces
208 Prepare, cook and finish fish and shellfish dishes
209 Prepare, cook and finish meat, poultry and offal
210 Prepare, cook and finish vegetables, fruit and pulses
211 Prepare, cook and finish rice, grain, farinaceous products and egg dishes
212 Prepare, cook and finish bakery products
213 Prepare, cook and finish hot and cold desserts and puddings
219 Catering operations, costs and menu planning

Full details can be found in the Assessment Pack on the website.



Appendix 1 Sources of general information

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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 such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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 such 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-volve assessments.

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