Specification

Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)

Issue 2
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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Contents

Qualification titles covered by this specification

Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QAN for this qualification in this publication is:

Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)	500/6544/0

This qualification title and unit code will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Technical Certificates

This qualification has been approved as a Technical Certificate for the Hospitality and Catering Apprenticeship Frameworks.

The qualification is assessed through one onscreen multiple choice test which is externally tested and marked by Edexcel. No other form of assessment is available for this qualification. Centres will need to seek approval in order to offer the multiple choice test. See *Annexe E* for further details.

What are BTEC Level 1-3 Specialist qualifications?

BTEC QCF Level 1-3 Specialist qualifications are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges, training centres.

These qualifications are recognised as the knowledge component for the Hospitality and Catering Apprenticeship Frameworks. The qualifications provide underpinning knowledge and understanding for the National Occupational Standards for this industry.

Learners may wish to extend their programme through the study of a complementary competence based qualification (NVQ) or other related vocational or personal and social development qualification.

Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)

For adult learners, the Edexcel BTEC Level 3 Certificate (QCF) can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)

Give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

- gain the knowledge and understanding needed to progress in their chosen industry

- achieve a nationally recognised Level 3 vocationally related qualification

- progress to employment in a particular vocational sector

- progress to related general and/or vocational qualifications

- develop functional skills.

National Occupational Standards (NOS)

National Occupational Standards form the basis of apprenticeships. The purpose of Technical Certificates within Apprenticeships is to provide the underpinning knowledge and understanding for the NOS. Technical Certificates are not designed to deliver occupational competence in the sector, which should be demonstrated within a competence based qualification as part of the apprenticeships.

Each unit in the specification identifies links to elements of the NOS.

Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) has been approved and supported by the Sector Skills Council, People 1st, as a Technical Certificate for the Hospitality and Catering Apprenticeship Frameworks. A mapping of the links between this qualification and related competence-based qualifications (NVQs), where aspects of the underpinning knowledge are covered in full, is provided in *Annexe C*.

Successful completion of these qualifications will provide learners with sufficient evidence for the underpinning knowledge element of the Hospitality and Catering Apprenticeship Frameworks.

The mapping also indicates where partial coverage of underpinning knowledge is possible. Centres are advised to confirm this source of evidence for the competence based qualifications (NVQs) with their NVQ external verifier.

Rules of combination

All accredited qualifications within the QCF have a set rule of combination. The rules of combination specify the credits that need to be achieved for the qualification to be awarded.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- the credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

Rules of combination for the Edexcel BTEC Level 3 (QCF) qualifications

It is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)

1   Qualification credit value: a minimum of 26 credits

2   All credits must be achieved from the units listed in the qualification table.

Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)

Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) (QCF) is a 26-credit and 221 guided learning hour (GLH) qualification that consists of 8 mandatory units.

Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)			
Unit	Mandatory units	Credit	Level
1	Development of Working Relationships in Hospitality	4	3
2	Health, Safety and Security in the Hospitality Working Environment	4	3
3	Preparation, Cooking and Finishing of Hot Sauces	3	3
4	Preparation, Cooking and Finishing of Dressings and Cold Sauces	3	3
5	Preparation, Cooking and Finishing of Fish Dishes	3	3
6	Preparation, Cooking and Finishing of Meat Dishes	3	3
7	Preparation, Cooking and Finishing of Poultry Dishes	3	3
8	Preparation, Cooking and Finishing of Vegetable Dishes	3	3

Assessment

The assessment for the Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) is criterion referenced, based on the achievement of specified assessment criteria.

The overall grading is a pass, based upon the successful completion of the minimum credit as determined by the rules of combination.

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

In the Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF), all units are assessed by means of externally set and marked multiple choice tests which will be administered by the centre. The tests will provide the only necessary assessment for Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) and will cover the whole of the assessment criteria for those units.

All of the content in the specification is mandatory, therefore tutors should ensure that learners have covered all of the content before attempting to sit the test.

Quality assurance

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of learning outcomes and assessment criteria in each unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

Edexcel Quality Assurance handbook

Details of quality assurance are set out in the Edexcel Quality Assurance Handbook published annually. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherent understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification it is required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for the programmes or groups of programmes that it is operating

- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery

- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and dealing with special circumstances, appeals and malpractice.

Programme design and delivery

Mode of delivery

Edexcel does not define the mode of delivery for Edexcel BTEC Level 3 (QCF) qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learner's needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 3 (QCF) qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 3 (QCF) qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors should use relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Functional Skills

Edexcel BTEC Level 3 (QCF) qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to learners within the centre during their programme of study and any specific support that might be necessary to allow learners to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) is accredited on the QCF for learners aged 16 and above.

In particular sectors, the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel competence based (NVQ) qualifications, aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 3 (QCF) qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit code

This is the unit code provided on accreditation onto the QCF. This code is unique to the unit.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Relationship between content and assessment criteria

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics, followed by the content that the learner needs to know and understand.

The unit content section has lists of topics that provide the range of the subject material required to be covered.

Any of the mandatory content may be used as the basis for assessment questions.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* — explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Essential resources* — identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Indicative resource materials* — gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Development of Working Relationships in Hospitality

QCF Level: 3

QCF unit code: F/600/1808

Credit value: 4

Unit aim

This unit provides the learner with an understanding of the principles of developing working relationships in hospitality. The unit covers working relations with both customers and colleagues, there is also a focus on working with a manager and the importance of good communication.

Unit Introduction

Good working relationships are essential if a business is to succeed and prosper. This is particularly true in hospitality where the success or failure of a hospitality business may depend on the attitude and behaviour of its employees and the image they present to customers.

The purpose of this unit is to develop knowledge and understanding of the importance of working relationships in the hospitality industry and how this is directly linked to opportunities to improve the working environment and to develop and maintain positive experiences for customers. It is essential that kitchen staff understand that their relationship with customers is important even though direct contact may be limited.

The unit will provide learners with an understanding of the importance of effective communication in working relationships and the need to value diversity in the workplace, respect the individual and the legislation that underpins this. Opportunities will be provided to show learners why good working relationships are an essential part of successful teamwork and how feedback can be used positively to enhance the working environment. The ability to deal with difficult and challenging behaviour in the workplace is an essential skill in hospitality and learners will be shown how to respond to disagreements and conflict in a range of different situations and with colleagues, managers and customers. Emphasis will be placed on the importance of sharing information with managers, customers and colleagues and the reasons for this.

The unit will provide opportunities to develop an understanding of customer service skills, dealing with different types of customer and adapting behaviour to meet their different needs and expectations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the key elements that encourage good working relationships	1.1 Explain the importance of clear communication in the workplace
	1.2 Identify methods for communicating clearly with colleagues, managers and customers
	1.3 Identify the basic legal requirements that cover working with colleagues
	1.4 State the importance of recognising and valuing diversity
	1.5 Explain the importance of meeting the special needs that colleagues and customers may have
2 Understand the principles of maintaining good working relationships with colleagues	2.1 State the importance of working as a team
	2.2 State the importance of providing honest, helpful and motivating feedback to colleagues on their performance
	2.3 State the importance of discussing issues with colleagues
	2.4 Explain how to build colleagues' strengths and weaknesses in the context of a team
	2.5 State the importance of showing that colleagues are respected as individuals
	2.6 Explain how to deal with disagreements between colleagues
	2.7 Identify the types of information about colleagues and customers that should be kept confidential
3 Know how to work well with a manager	3.1 State the importance of keeping managers up to date with work related issues
	3.2 Describe situations where a manager's help and advice should be sought
	3.3 State the importance of responding positively to feedback from a manager
	3.4 State the importance of having procedures to follow for when someone has a disagreement with their manager

Learning outcomes	Assessment criteria
4 Know how to maintain good customer relations	4.1 Describe how to present a positive and professional image to customers
	4.2 Identify the need to adapt behaviour for different customers
	4.3 Identify types of issues that customers need to be kept informed about
	4.4 Describe how to explain to customers when their needs and expectations cannot be met
	4.5 State the value of exceeding customers' expectations
	4.6 Identify the importance of knowing limits of personal authority when solving customers problems
	4.7 State the importance for having procedures for dealing with customer complaints
	4.8 State the importance for having procedures for dealing with customers who are aggressive and abusive

Unit content

1 **Understand the key elements that encourage good working relationships**

Communication: clear and concise, appropriate, verbal (face to face, telephone, written, electronic); non-verbal (body language)

Importance of clear communication: reduces misunderstandings (conflict and misinterpretation of information); maintain workplace standards; contributes to effective teamwork; maintains health, safety and hygiene in the workplace

Workplace: kitchen; stores; other departments (restaurant, bar, reception); suppliers (internal, external)

Clear communication methods: verbal (tone of voice, appropriate language), non-verbal (posture, facial expressions); written conventions (correct layout, accurate spelling, grammar and punctuation)

Colleagues: working at the same level as yourself, working at a different level, managers (supervisors, line managers, senior managers), customers (internal, external, expected, not expected)

Legal requirements: Sex Discrimination Act, employment law, Race Relations Act, Human Rights Act, Disability Discrimination Act, Health and Safety at Work Act; responsibilities (organisational standards, reporting procedure, behaviour, attitude to colleagues, time keeping, responsibilities to the work environment)

Recognising and valuing diversity: social categories (class, ethnic group, age, nationality, disability, religion, gender); valuing differences (dress, behaviour, beliefs); recognition (understand differences and similarities, developing individuals, human rights, duty of care); importance of meeting needs of a changing population, widen employment opportunities, develops business opportunities, reputation as a employer, builds effective teams, meets legal requirements)

Needs of colleagues: special needs (stress, pressure of work, outside pressure, physical impairment, ethnicity, age, capability, skills level); organisational needs (changing shifts, cover, offering support, emotional support, additional support, coaching, mentoring); importance (improves productivity, reduces workplace tension, develops motivation and teamwork, reduces accidents, reduces sickness, maintains health and safety); support (occupational health, counselling)

Needs of customer: customers (internal, external, expected, not expected); special needs (disabilities, allergies, food intolerances, religious beliefs, time constraints); importance (maintain organisational standards, maintains health and safety, reduces complaints, accidents and incidents, customer satisfaction)

2 **Understand the principles of maintaining good working relationships with colleagues**

Teams: sections (pastry, larder, starters, mains); team roles (manager, head chef, sous chef, chef de partie, commis, stores); importance of teamwork (achievement of goals, good customer service, efficient use of resources, reduce conflict, motivation of individuals, sense of belonging)

Feedback to colleagues: honest (measured, objective, unambiguous); helpful (constructive, clear, offering advice and guidance, active listening); motivating (positive, setting aims and objectives, encouraging); performance (against job description, against agreed targets, meeting organisations objectives); importance (maintain standards, improve morale, areas for improvement, identify individual training and development needs)

Workplace issues: problems (with colleagues, procedures, practices, equipment, standards); health and safety (unsafe working methods, accidents, incidents); menu changes; allocation of roles and responsibilities; importance of discussions (problem solving, develops individual responsibility, sense of belonging, shared responsibility)

Strengths and weaknesses: strengths (knowledge, individual attributes, performance); weaknesses (self interest, communication difficulties, lack of knowledge); team context (working together, common aims and objectives, overcoming individual difficulties, valuing individuals' contribution)

Respect for individuals: value diversity; value individuals' contribution; importance (meeting individual and team goals, build confidence, shared responsibility)

Workplace disagreements: causes of disagreement (poor team leadership, personal differences, poor definition of team goals, poor working conditions, overlapping of responsibilities of team members, lack of information); dealing with disagreement (effective listening skills, being patient, respecting others opinions, conflict handling style, working to defined team standards, disciplinary procedures)

Confidential information: colleagues (personal, employment record, pay details); customer (financial details, personal, at customer request)

3 **Know how to work well with a manager**

Work-related issues: relating to working conditions (hours, planned absence, work rotas); relating to difficulties with other members of staff (disagreements, roles and responsibilities); relating to job role (pressure of work, meeting targets and agreed timescales); relating to unexpected situations (increase in customer numbers, decrease in customer numbers); problems with health, safety and hygiene

Keeping up to date: importance (manager able to make necessary workplace changes, manager able to show duty of care, better absence management, improve work quality, improved organisational reputation, maintain good working relationship with the team)

Seeking help and advice: situations (during working hours/shift, appraisals, training, confidential meetings, feedback sessions); types of help and advice (personal problems, family, health, financial, time constraints, child care); relationships with work colleagues (disagreements, bullying, harassment, discrimination); difficulties meeting job role (pressure of work, inadequate knowledge and skills, unexpected situations); difficulties with other managers (different departments, more senior staff); careers advice (training, promotion, new standards)

Feedback: types of feedback (formal appraisals, written, spoken, constructive, at end of shift, during a shift); purpose (evaluate performance, set future targets, identify training and development needs, corrective, motivation)

Responding positively: importance (learn from mistakes, use opportunity to set targets for improvement, improve overall performance of team, use of constructive feedback)

Disagreements with manager: reasons (unfair treatment, unreasonable expectations, discrimination, bullying, overworked, misunderstanding of work requirements, changing shifts, personal commitments)

Procedures: organisational policies; communication method (written, spoken, formal, informal); importance (avoid litigation, quicker resolution to problems, improves job satisfaction, improves individual and team trust in organisation, improves management performance, more productive working environment, reduce staff turnover)

4   **Know how to maintain good customer relations**

Positive and professional image: personal appearance (neat and tidy, clean uniform, good personal hygiene, open body language, maintaining eye contact, smile); spoken communication (speaking clearly and politely, using appropriate language, using the customer's name); attitude (active listening, responding to questions, giving information, meeting agreed timescales, willingness to provide assistance, exceeding customer expectations, product knowledge); written communication (accurate, legible writing, correct conventions)

Customers: external (existing, regular, new, individuals, groups, different cultures); specific needs (non English speaking, special diets, food allergies, food intolerances, physically impaired); internal (restaurant, bar, colleagues, supervisors, managers)

Different customers: special needs (visually impaired, hearing impaired, mobility problems, language difficulties, different ages); under the influence of alcohol; under the influence of drugs; violent customers; angry and disruptive customers

Adapting behaviour: to suit individual customer needs (maintaining eye contact with hearing impaired customers, speaking slowly for customers with language difficulties, allowing more time for elderly customers); to maintain health and safety (customers under the influence of drink or drugs, violent customers); remain calm; remain professional

Informing customers: issues with menu items (menu changes, menu composition, special dishes, waiting times, shortages, food provenance, quality issues); issues with equipment (breakages, shortages, requirements); issues with timescales; issues with supplies (prices, shortages, quality); issues with standards (below expectations, poor quality); forth coming events, promotions

Customer needs and expectations not met: problems with food items and availability; food safety issues (cooking times, holding times); timescales; how to explain (give reasons for inability to meet needs, negotiate alternative, offer substitute; keep customer informed, apologise)

Exceeding customers' expectations: value (competitive advantage, repeat business, free publicity, increase profitability, improve reputation)

Customer problems: problems with food; problems with service; limits of authority (to offer replacement meals, to provide extra portions); importance (control costs, control quality, maintain operational standards, maintain food safety, maintain health and safety, meet operational standards and policies)

Customer complaints procedures: type of complaint (food quality, food quantity, timings, food safety issues); importance (legal requirement, improve customer satisfaction, reduce recurrence of problems, improve operational efficiency, maintain standards)

Aggressive and abusive customers: procedures (follow organisational policy, remain calm, call for assistance, have an exit route); importance (legal requirement, reduce risk of injury to staff and customers, duty of care)

Essential guidance for tutors

Delivery

Learners should be given an understanding of how good working relationships can contribute to effective teamwork and the overall success of a food operation. Learners should be encouraged to consider the importance of communication in their own working relationships and reflect on the effectiveness of different communication methods. Using their experiences, learners should consider the consequences of using the wrong method of communication in a range of different role-play exercises and discuss how correct communication, in terms of clarity of message, can make a difference to workplace relationships.

An essential part of understanding workplace relationships is recognition of individual differences and needs. This part of the unit could be delivered by visiting speakers with knowledge of current equality and diversity legislation and practice, for example human resource managers. It is important that emphasis is placed on the benefits that a diverse workforce can bring to the success of teams in a hospitality business, for example skills and knowledge of the dietary requirements of particular ethnic groups. A better understanding of this aspect of work could be achieved through visits to different types of hospitality outlets. Access to a range of case study exercises relating to workplace diversity and the special needs of colleagues and customers would also broaden learners' knowledge and understanding, beyond just meeting legal requirements.

Tutors should make sure that learners know why teamwork is important to an organisation and how this can be achieved. A range of electronic resources could be used to illustrate the benefits of positive feedback to colleagues, and the importance of discussing issues openly and constructively. Experience of teambuilding exercises would highlight the strengths and weaknesses that individuals bring to a team and how this can be used to achieve overall team success. In particular, tutors should encourage learners to respect individuals' contributions to the teambuilding activity, even where they may disagree with the individual's point of view. Group discussions after the event, with tutor guidance, would encourage learners to consider how disagreements could be dealt with effectively. Alternatively, role-play exercises could be used to amplify this part of the unit. Learners should understand why certain information needs to remain confidential. Discussion about the different types of confidential information used in their own workplaces could develop understanding of this.

Learners will need to know why they must communicate effectively with their managers on a range of work-related issues and be aware of when they may need to seek help. Tutors could encourage learners to hold discussions with their managers to gain an understanding of what the manager needs to know and when. These discussions could be extended to include the types of feedback a manager may offer in different situations and why a positive response from the learner will enhance working relationships. Learners should be presented with a range of different options for reporting disagreements and could consider the merits of each. It would be useful to link the delivery of this part of the unit to the teambuilding exercise.

The final part of the unit requires learners to understand the importance of their relationship with customers. They will need to know who their customers are, why they must always be professional in their dealings with customers and why first impressions matter. It would be useful for learners to investigate and comment on customer-care procedures and practices in their own workplace and food outlets they may have visited. Learners should be encouraged to reflect on their own experiences, and use this to inform their behaviour when dealing with customers in future. They may need tutor guidance to understand the concept of exceeding customer expectations. Investigations into how different organisations seek to achieve this would be helpful. Learners may need to be taught why organisations limit employees' authority to solve customer problems and what happens if a member of staff exceeds his or her authority. The use of role play and video recording are useful ways of demonstrating the skills and knowledge required to handle customer complaints and for dealing with difficult customers in a range of different situations.

Assessment

All of the content in the specification is mandatory. Tutors should ensure that learners have covered all of the content before attempting to sit the test. Please refer to the information on assessment in the *Assessment and grading* section.

Essential resources

To deliver this unit, learners will require a hospitality learning environment, ideally including access to real customers, managers and colleagues. Learners will require access to a range of resources to enable them to undertake internet and other necessary research. Links with industry will be the most useful resource for this unit.

Indicative resource materials

Books

Belbin M R — *Team Roles at Work* (Butterworth-Heinemann, 1996) ISBN 0750626755

Hunter G, Tinton T and Mannall C — *Hospitality Supervision S/NVQ Level 3* (CENGAGE Learning, 2009) ISBN 1408009250

Lillicrap D, Cousins J and Smith R — *Food and Beverage Service, 7th Edition* (Hodder Arnold, 2002) ISBN 0340847026

Journal

Caterer and Hotelkeeper

Websites

www.acas.org.uk

www.bha.org.uk

www.croner.co.uk

www.gordonramsay.com

Unit 2: Health, Safety and Security in the Hospitality Working Environment

QCF Level: 3

QCF unit code: A/600/1810

Credit value: 4

Unit aim

This unit provides the learner with the understanding associated with health, safety and security in the hospitality working environment. The unit covers areas relating to the maintenance of the work environment, acquisition and storage of relevant information and the principles of risk management.

Unit introduction

The hospitality industry within the UK is continuing to grow in size and it is important that health, safety and security are managed effectively within the working environment. Legislation and procedures protect people working in the hospitality industry as well as their customers and service providers.

Throughout this unit, learners will have the opportunity to extend their knowledge and understanding of health, safety, security and hygiene within their working environment. This includes being able to identify the enforcement officers, laws and regulations and understanding how to manage risks and follow correct procedures in the workplace.

Learners will become aware of the information and procedures needed to maintain health, safety, security and hygiene, to ensure that they and their colleagues remain safe and secure within their working environment. Learners will also have the opportunity to put the procedures they have learned into practice and take part in practical assessments, for example carrying out a risk assessment.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to maintain health, hygiene, safety and security at work	1.1 Identify the enforcement agencies for health, hygiene, and safety laws and regulations
	1.2 State the importance for an organisation of having procedures which maintain health, hygiene, safety and security at work
	1.3 State the implications of breaking the law on health, hygiene and safety
	1.4 State the importance of having a named individual responsible for health, hygiene, safety and security
2 Understand the need for the maintenance of information regarding health, hygiene, safety and security	2.1 Identify people and organisations who may need access to information
	2.2 Explain procedures used to record and store information
	2.3 State the information that external authorities may require
	2.4 Identify the types of information that should be recorded and stored
	2.6 State the importance of having procedures for making recommendations about health, hygiene, safety and security
	2.7 Describe how to communicate with colleagues on issues to do with health, hygiene, safety, and security

Learning outcomes	Assessment criteria
3 Understand risk management in the work place	3.1 State the need to identify, report and deal with faulty equipment
	3.2 State the importance of contingency plans to reduce the impact of any health, hygiene, safety and security problems
	3.3 Explain how to monitor an area to maintain the health, hygiene, safety and security of employees, customers and other members of the public
	3.4 Identify the frequency with which health, hygiene, safety and security inspections should be carried out
	3.5 Explain how to minimise the risks associated with different types of health, hygiene, safety and security hazards
	3.6 State the importance of emergency procedures

Unit content

1 **Know how to maintain health, hygiene, safety and security at work**

Health, safety and hygiene: purpose; role; measures; legislation; regulations; guidance documents; codes of practice; employer/employee responsibilities

Security: stock (small equipment, large equipment, food, personal effects)

Legislation relating to health and safety: Health and Safety at Work Act (HASAWA); Control of Substances Hazardous to Health (COSHH) Regulations; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations; Workplace (Health, Safety and Welfare) Regulations; Fire Precautions Act; Regulatory Reform (Fire Safety) Order; Management of Health and Safety Regulations; Manual Handling Regulations; Personal Protective Equipment Regulations (PPE), Health and Safety (First Aid) Regulations

Legislation relating to hygiene: Food Safety Act; Food Safety Regulations; Food Hygiene Regulations

Enforcement agencies: local council (Environmental Health Officers, Trading Standards); Health and Safety Executive (HSE); Food Standards Agency (FSA); immigration authorities; police

Maintaining health, hygiene, safety and security: procedures (reporting, recording, training); importance (maintain standards, comply with legislation, due diligence)

Implications of breaking law: cost of non compliance (criminal prosecution, fines, dismissal, imprisonment, fatalities, civil action, higher insurance premiums, media publicity, impact on future business); immediate closure of premises by environmental health officer (EHO); improvement orders; loss of reputation

Named individual: responsible for health and safety (legal duty to report accidents, incidents, near misses, completion of risk assessments, training); responsible for first aid (reporting and recording accidents, first line response); responsible for food safety (develop and manage HACCP based food safety system); responsible for fire safety (training, recording procedures, evacuation practice); responsible for security (patrols, CCTV, recording and reporting procedures); importance (maintain standards, compliance with legalisation, good working practices, due diligence)

2 **Understand the need for the maintenance of information regarding health, hygiene, safety and security**

Access to information: people (company representative/health and safety officer, EHO, managers); organisations (local council, safety committees, professional bodies, government departments, HSE); information (training records, risk assessments, personnel records, fire evacuation records, food safety records)

Recording and storing information: procedure (immediate, within three days, over three days, legal requirement); recording and storing (electronically, manually, safely and securely, data protection)

Information required: external authorities (HSE, EHO, local council, emergency services, UK Border Agency, trading standards, Department of Health, Chartered Institute of Environmental Health, other government agencies); information (training, risk assessments, accident reporting, business transactions, food safety records, visitor registrations, employee personnel records)

Types of information: training, risk assessment, portable appliance testing — PAT, deliveries, accidents, food safety records, customer information, financial, departmental, employment records

Recommendations: improvements to work practices, new organisational standards, new legislation and codes of practice, training needs; procedures (formal, informal, organisational, legal); importance (maintain standards, compliance with legalisation, good working practices, due diligence)

Communication with colleagues: colleagues (working at the same level as yourself, working at a different level); communication (spoken, face to face, in writing, text, electronically, formal, informal)

3 **Understand risk management in the workplace**

Workplace: kitchen; stores; other departments (restaurant, bar, reception); suppliers (internal, external); contractors

Risk management: risk (definition); identify hazards and risks (risk assessments, five-steps approach, hazard spotting)

Faulty equipment: equipment (small equipment, large equipment); dealing with faults (follow organisational reporting procedures, use of signage, use of PPE, PAT testing); need (eliminate, minimise and manage risks, reduce accidents and incidents, training, meet legal requirements, organisational procedures, show 'due diligence'); reporting procedure (spoken, in writing, legal requirement)

Contingency plans: definition — organised and coordinated set of steps to be taken if an emergency or disaster (fire, flooding, gales, injury, robbery, etc) strikes; importance (prevent further accidents and incidents, identify hazards, control measures, continuity of business, safe working environment); emergency plans (roles, responsibilities, communication channels); problems (minor incidents, major incidents)

Monitor an area: section (pastry, larder, starters, mains, stores, deliveries, other departments); employees (full-time, part-time, casual, agency, from other departments); customers (internal, external); other members of the public (suppliers, local authorities); methods: (observation, checklists, control records, electronic, manual)

Inspections: equipment, structure of building (internal, external), working practices, procedures (hygiene, security, health and safety); frequency (daily, weekly, periodically) introduction of new organisational standards, new legislation, regulations and codes of practice

Hazards: definition — dangerous event or situation that may lead to an emergency or disaster; types of hazards (low risk, medium risk, high risk); health and safety hazard (slips, trips, falls); hygiene hazard (microbial, chemical, physical and allergenic); security (theft, damage, fraud, physical violence, vandalism, terrorism)

How to minimise hazard: risk assessment, correct reporting procedures, due diligence, safe working practices, elimination, correct use and maintenance of PPE, training, CCTV

Emergency procedures: fire evacuation, first aid, bomb threat, acts of violence, food safety incidents; importance (legal requirement, saves lives, maintain safer working environment, identification of risk assessment)

Essential guidance for tutors

Delivery

Health, safety, hygiene and security play a crucial part in the success of a hospitality operation. Learners will need to be made aware at the outset of the importance and implications of health, safety, hygiene and security to an operation and the role they play in maintaining it.

Guest speakers from various organisations within the hospitality industry would be helpful. Environmental Health Officers (EHOs) and Trading Standards Officers can play a key role in explaining their remit and how relevant legislation impacts on the hospitality industry. When looking at different hospitality businesses, learners could be guided to websites, case studies and media reports. Other speakers may include fire officers, event organisers, security officers, EHO and police officers. Access to good research materials and internet access are essential.

Tutors could allow time for the learners to develop their findings into useable and practical working documentation, for example handbooks.

Visits to industry would give realistic examples of the application of correct procedures within the working environment. They would help learners develop a first-hand awareness of the requirements of maintaining health, safety and security, the types of information required and the correct procedures to follow. This will also allow the learner to gather the relevant information to equip them to present their findings with confidence and show a wider understanding of the importance of communicating health, safety and security issues effectively.

Tutors should encourage learners to build on their previous knowledge and use their experience within the workplace to understand the requirements of risk management. They could undertake a risk assessment and recommend ways of improving/ensuring health, safety and security. Resources such as DVDs/CD ROMs will also aid the learners with their investigations to gain a fuller understanding of this subject.

It is important that learners recognise how legislation and procedures affect the hospitality working environment, as well as understand their responsibilities to reduce the risk.

Essential guidance for tutors

Assessment

All of the content in the specification is mandatory. Therefore tutors should ensure that learners have covered all of the content before attempting to sit the test. Please refer to the information on assessment in the *Assessment and grading* section.

Essential resources

To deliver this unit, learners will require a hospitality learning environment, ideally including access to the health, safety, hygiene and security procedures. Learners will require access to a range of resources to enable them to undertake internet and other necessary research. Links with industry will be the most useful resource for this unit.

Indicative resource materials

Books

Chartered Institute of Environmental Health — *Health and Safety: First Principles* (Chadwick House Group, 1993) ISBN 0900103728

Health and Safety Executive — *Essentials of Health and Safety at Work 2006* (HSE Books, 2006) ISBN 0717661792

Sprenger C — *The Foundation Health and Safety Handbook* (Highfield Publications, 2005) ISBN 1904544495

Journal

Caterer and Hotelkeeper

Websites

www.bha.org.uk

www.croner.co.uk

www.hse.gov.uk

Unit 3:   Preparation, Cooking and Finishing of Hot Sauces

QCF Level: **3**

QCF unit code: **F/600/1811**

Credit value: **3**

Unit aim

This unit is about providing knowledge for preparing complex sauces, stocks, and gravies and glazes using different preparation and cooking methods. The unit also provides the understanding relating to finishing hot sauces correctly.

Unit introduction

This unit provides the theoretical knowledge and understanding of the principles of preparing, cooking and finishing complex hot sauces in the kitchen, as well as identifying the tools, equipment and utensils associated with hot sauce cookery.

Good sauce cookery requires skill and imagination from chefs as sauces are used in the contemporary kitchen to compliment, enhance, complete and balance dishes. Some sauces may be regarded as a vehicle for capturing the basic flavour of the food they are to enhance. While certain sauces may act as a foil, others may compliment food. Sauces are often central to dish construction and may require more time and effort than the actual main food items the sauce is to accompany. A good foundation from correctly made stocks, nages and glazes adds depth of flavour and body to sauces and consequently to the finished dish. This cannot be artificially created by the use of chemical or convenience products.

Learners will be helped to understand the principles of hot sauce cookery, the different characteristics of sauces and the uses of sauces in contemporary cookery. They will be introduced to a range of hot sauces and how they are made and finished, as well as, instructed in the ingredients needed to make them. They will understand some of the culinary techniques necessary to complete advanced products and the characteristics and qualities expected of the finished product.

In accordance with Government guidance and contemporary practice learners should be introduced to the principles of healthy eating and the associated benefits that this may bring. They will be shown how to adapt basic and classical recipes to incorporate some of these principles. Learners will also be taught the effects of introducing more healthy ingredients and commodities to sauces cookery and the possible benefits on eating quality and customer enjoyment.

As well as understanding how hot sauces should be prepared, cooked and finished, learners will understand how to maintain high standards of hygiene and safety in 'holding' cooked hot sauces for service.

The 'finishing' of hot sauces is an important part of the cookery process and learners should understand how to finish a range of hot sauces using a variety of techniques. They will then apply these sauces to the dishes, which they have been designed to accompany and enhance.

The unit also gives learners information on how to safely store cooked sauces for future use as well as how to regenerate them safely for use. Further, learners will recognise how to identify and dispose of items which are no longer safe to use, or fit to be served to consumers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to prepare hot sauces	1.1 Describe preparation methods for hot sauces
	1.2 State the reasons for using different methods of hot sauces preparation
	1.3 Describe the characteristics of different types of hot sauces
	1.4 State corrective action to take if problems are identified with sauces
	1.5 Identify how to store prepared hot sauces
2 Know how to cook hot sauces	2.1 Identify the correct tools and equipment for different hot sauces cooking methods
	2.2 Describe correct cooking methods for different types of hot sauces
	2.3 State the correct temperatures for cooking hot sauces
	2.4 State healthy eating considerations when cooking hot sauces

Learning outcomes	Assessment criteria
3 Understand how to finish hot sauces	3.1 Describe the correct finishing methods for hot sauces dishes
	3.2 State the importance of correctly finishing dishes for service
	3.3 State how to check hot sauce dishes have met finishing requirements
	3.4 Explain how to adjust the taste and flavour of complex hot sauces
	3.5 State the correct temperature for holding and serving hot sauce dishes
	3.6 State methods to minimise and correct common faults in complex sauces, stocks, gravies and glazes
	3.7 Explain the methods used to balance the flavour, texture, colour, consistency and quality of the final dish with the sauce

Unit content

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1 **Know how to prepare hot sauces**

Preparation methods for hot sauces: weighing and measuring of foods (weighing scales, measuring jugs, using imperial or metric scale) selecting ingredients for type, quality and quantity; methods of preparation (beating, chopping, whisking, creaming, dicing, grating, folding, mixing, sieving, infusing, steeping, peeling, stirring, seasoning)

Reasons for using different preparation methods: recipe/dish requirements; cooking methods to be adopted; cost of ingredients; style of menu, selling prices of dishes

Characteristics of different types of hot sauces: butter sauces, compound butter sauces, flavoured oils; roux-based sauces (béchamel, veloute, espagnole); emulsified sauces (beurre blanc, hollandaise, béarnaise); cream-thickened sauces (supreme sauce, smitaine sauce); white/brown sauce derivatives; hot vinaigrette; soubises; vegetable purees; sauces made from cornflour, arrowroot, starch; fruit purees; sweet sauces (chocolate, sabayon)

Corrective action for quality issues: adjust temperature (dish too hot, too cold); adjust ingredients (under/over seasoning); adjust quantities

Storing hot sauces: preparing sauces for storage; hot sauces (above 63˚C), cooled (below 5˚C); selecting sauces for re-use; packaging of sauces (containers, storage bags, storage trays); storage methods (chiller, refrigerator, freezer); appropriate labelling; traceability; record keeping and documentation; legislation (Food Hygiene Regulations)

2 **Know how to cook hot sauces**

Tools and equipment: selecting appropriate tools and equipment (knives, peelers, hand grater, muslin, tammy cloth, small whisk, large whisk, fine chinois, strainer, food processor, electric food mixer, liquidiser, metal spoons, spatulas); maintaining tools and utensils in good working order

Different cooking methods: simmering; boiling; microwave; reducing; roux-based; passing/straining/blending; skimming; whisking, adjusting consistency

Correct temperatures for cooking hot sauces: simmering for stocks just under boiling point (90˚C); simmering (90˚C); for roux-based sauces to prevent burning (63˚C); warming for butter sauces to blood temperature (37.8˚C)

Healthy eating options: substitute ingredients (skimmed milk, low fat cheese; natural yoghurt; fromage frais, olive oil/polyunsaturated fats); low salt; reduced fat; controlled portion sizes; avoidance of added colourings, flavourings and preservatives

Safe working practices: teamwork; using safety and hygiene procedures to prevent cross-contamination and the growth of bacteria (washing hands thoroughly before handling food, separating raw foods and ready-to-eat foods); disposing of egg-based sauces at the end of service — not kept for storage; selecting and using appropriate cleaning materials; wearing clean and appropriate uniform required by the organisation (suitable hair covering, hat, protective apron, clothing, safety footwear); legislation (Food Hygiene Regulations)

3   **Understand how to finish hot sauces**

Correct finishing methods for hot sauces: meeting organisational requirements/specifications; presentation; seasoning, flavour, colour, consistency; customer preferences

Importance of correctly finishing sauces: to balance the dish it is to accompany; dish for taste; texture; customer satisfaction

Checking for quality: balance with final dish; check for flavour, texture, colour, consistency, shine; ensuring there is no residue on the surface

Final adjustment for finishing: to balance the dish it is to accompany; customer satisfaction (seasoning, shine, texture)

Temperature for holding and serving: holding hot sauces at the required legal temperature plus (75°C or above); serving hot sauces (plus 63°C or above)

Corrective action for quality: cook at the correct temperatures; hold at service in bains-marie to prevent burning; add split butter/egg emulsion sauces to new egg yolks/hot water to reform; cover sauces with lids or greaseproof paper cartouches to prevent skins forming; dispose of sauces that fail to meet quality requirements

Methods used to balance sauces: adding of additional liquid such as cream, milk, stock, wine, brandy, madeira, port; adding of more seasoning such as salt, pepper, glaze, sugar

Essential guidance for tutors

Delivery

Although this unit supports the theoretical aspects associated with the correct preparation, cooking and finishing of hot sauces, much of the content could be delivered in a practical situation with demonstrations to highlight and re-enforce the technical aspects of the content.

Whole-class teaching sessions can best achieve much of the content of the unit learning aims, with learners contributing from their own experiences. Self-directed studies in libraries, learning resources centre, and where appropriate, the work place, can support this style of delivery. Learners may also be encouraged to seek and collect sample menus to use as reference points. They can be particularly useful in dish interpretation, highlighting new trends or promoting creativity, as well as illustrating wide use of culinary terminology.

Learning outcome 1: Learners will need to know how compound and complex sauces are prepared and have the processes and techniques used identified and explained to them. They should also know the differences in the range and characteristics of hot sauces used in the kitchen today, their composition and the ingredients used. They should be able to identify some of the dishes which they would accompany or be served with. This might include, for example, hollandaise sauce served with poached fish and asparagus, béarnaise sauce with grilled steaks, gooseberry sauce to accompany grilled mackerel or roast goose and sabayon sauce to accompany hot sweets. Learners should understand that sauces are used to complement a dish by adding flavour, texture and colour. Hot sauces also aid the eating quality of completely fatless items such as white fish by giving moistness, for example, emollient butter sauces. Fruit sauces are used to balance intense flavours such as found in game, or to offset the fattiness found in some meats such as pork.

Learners will need to adopt safe working practices in all practical activities, and an understanding of excellent personal, environmental and food safety skills is integral to all parts of this unit. This includes safe 'holding' and storing of sauces as well as determining those that are not suitable to serve due to deterioration in quality or safety of the product.

Learning outcome 2: This follows directly from learning outcome 1, with the principles of preparation being built on by the introduction of the methods of hot sauce cookery. Learners should be instructed in the use of tools and equipment used in sauce making. Examples might be; the use of a muslin 'tammy cloth' to strain and add shine to an emulsified butter sauce, the correct skimming of a roux-based sauce to remove impurities, the whisking of a sabayon sauce to increase bulk. These examples of culinary practice can be expanded on and demonstrated when the cooking aspects of the unit are taught.

The trends for healthy eating and healthy lifestyles continue to grow and these cause new demands from customers who would wish to continue eating well-known favourites without the associated health risks. This, in some respects, could be achieved by adaptation of classical recipes and the incorporation and substitution of new ingredients. Examples are; olive oil can be used instead of butter, yoghurt or fromage frais can be used instead of cream, salt content can be substantially reduced or not used at all and fat can be completely removed from basic stocks and glazes by careful skimming. Tutors could demonstrate some of these contemporary principles in practical lessons and learners could compare the 'healthy alternative' with the 'classical approach'. This developmental approach to learning may provide learners with opportunities to develop their own ideas, following some established culinary principles from the classical kitchen. Learners should compare the more healthy option for quality, consistency, texture, flavour and colour as well as its suitability to match the dish it is to be served with.

Learning outcome 3: Learners will need to know how to finish and hold hot sauces for service. This will include the holding of sauces for service in, for example a bain-marie to prevent them from burning or drying out and the use of a greaseproof paper cartouche to prevent skin forming on the surface of some sauces. Tutors will need to refer to the appropriate food hygiene requirements and re-enforce these at this time, including the correct temperatures for holding hot sauces.

The finishing of sauces for seasoning, flavour, texture and consistency is a skill which is developed over a period of time. Learners should therefore be introduced to opportunities to sample a wide range of sauces, thus gaining a fuller understanding of how they complement cooked food items and enhance dishes.

Assessment

All of the content in the specification is mandatory. Therefore tutors should ensure that learners have covered all of the content before attempting to sit the test. Please refer to the information on assessment in the *Assessment and grading section*.

Essential resources

College or training centre libraries must have available a selection of texts, catering and cookery books for learners to use. They should be of contemporary nature and cover a wide range of food styles and recipes.

Centres will also need to be able to provide a wide and varied range of food commodities to support the content of the unit.

Learners will also need access to computers and the internet.

Employer engagement and vocational contexts

It is important that learners are given as many opportunities as possible to see a broad range of catering commodities and food ingredients. This can be achieved by visits to specialist suppliers and specialist supermarkets as well as visits to industrial/professional catering operations.

Indicative resource materials

Books

Campbell J, Foskett D and Ceserani V — *Advanced Practical Cookery: A Textbook for Education and Industry, 4th Edition* (Hodder Education, 2006)
ISBN-13: 9780340912355

Davidson A — *The Oxford Companion to Food, 2nd Edition* (Oxford University Press, 2006) ISBN 9780192806819

Foskett D and Ceserani V — *The Theory of Catering, 11th Edition* (Hodder Education, 2007) ISBN 9780340939260

Rhodes G — *Gary Rhodes Cookery Year — Autumn into Winter, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534214

Rhodes G — *Gary Rhodes Cookery Year — Spring into Summer, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534206

Stein R — *Best of British Fish* (Bounty Books — Octopus Publishing, 2005) ISBN 9781840009996

Tyrer P — *Leith's Vegetarian Bible, 1st Edition* (Bloomsbury Publishing, 2002) ISBN 0747557160

Other publications

Food hygiene: A guide for businesses 2006 (The Food Standards Agency)

Journals

Caterer and Hotelkeeper (Reed Business Information)

Waitrose Food Illustrated (available in the supermarket outlets)

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	The Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency

Unit 4: Preparation, Cooking and Finishing of Dressings and Cold Sauces

QCF Level: 3

QCF unit code: J/600/1812

Credit value: 3

Unit aim

This unit is about providing knowledge for preparing dressings and cold sauces using different preparation and cooking methods. The unit also provides the understanding relating to finishing dressings and cold sauces correctly in readiness for service.

Unit introduction

This unit provides the theoretical knowledge and understanding of the principles of preparing, cooking and finishing dressings and cold sauces in the kitchen, as well as identifying the tools, equipment and utensils associated with dressings and cold sauce preparation and cookery. Good sauce preparation and cookery requires skill and imagination from chefs as sauces are used in the contemporary kitchen to complement, enhance, complete and balance dishes. Dressings and cold sauces are a feature of the kitchen where much imagination can be developed and used by chefs when designing their own dishes or interpretations of the 'classics'.

Learners will be helped to understand the principles of preparing dressings and cold sauces, the different characteristics of dressings and cold sauces and the uses of dressings and cold sauces in contemporary cookery. They will be introduced to a range of dressings and cold sauces and how they are made and finished, as well as being instructed in the range of ingredients that are available to use for this aspect of culinary practice. Learners will also learn about the range of commercially prepared dressings and sauces that may be purchased 'ready made' for use within kitchens and food service situations. They will understand the culinary techniques necessary to complete advanced products and the characteristics and qualities expected of the finished product. Much of the skill in preparing dressings surrounds the preparation of the ingredients used. Examples are steeping or infusing oils and vinegars with the flavours from fruits such as raspberries and blackcurrants or herbs, peppers and spices. Many good kitchens undertake this activity themselves, even growing and producing the fruits and herbs themselves. The flavours and end results can often be very individual and characteristic of the establishment where they are served. This needs to be amplified in the delivery of the unit.

In accordance with government guidance and contemporary practice, learners should be introduced to the principles of healthy eating and the associated benefits that this may bring. They will understand how to adapt basic and classical recipes to incorporate some of these principles. Learners will also understand the impact of introducing healthy ingredients and commodities to dressings and cold sauces, and their influence on customer enjoyment.

As well as understanding how dressings and cold sauces should be prepared, cooked and finished, learners will understand how to 'hold' dressings and cold sauces safely for service in accordance with current legislation. The law makes specific requirements that must be applied and complied with, and learners will need to understand and apply these requirements to their work. This is especially important with items which contain eggs that will not be cooked.

The 'finishing' of dressings and cold sauces is an important part of the cookery process and learners should understand how to finish a range of dressings and cold sauces using a variety of techniques. They will then apply these sauces to the dishes which they have been designed to accompany and enhance. This could include flavouring of mayonnaise to meet specific recipe needs or the enhancement of salad dressings with items such as chopped walnuts.

The unit also provides learners with information on how to safely store dressings and cold sauces for future use. Further, learners will recognise how to identify and dispose of items which are no longer safe to use, or fit to be served to consumers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to prepare dressings and cold sauces for basic dishes	1.1 Describe preparation methods for dressings and cold sauces
	1.2 State the reasons for using different methods of dressings and cold sauces preparation
	1.3 Describe the characteristics of different types of dressings and cold sauces
	1.4 State the corrective action to be taken if there are quality problems
	1.5 Identify how to store prepared dressings and cold sauces which are ready for cooking
2 Know how to cook dressings and cold sauces	2.1 Identify the correct tools and equipment for different dressings and cold sauces cooking methods
	2.2 Describe correct cooking methods for different types of dressings and cold sauces
	2.3 State the correct temperatures for cooking dressings and cold sauces
	2.4 State healthy eating considerations when cooking dressings and cold sauces
3 Know how to finish dressings and cold sauces	3.1 Describe the correct finishing methods for dressings and cold sauces dishes
	3.2 State the importance of correctly finishing dishes for service
	3.3 State how to check dressings and cold sauces dishes have met finishing requirements
	3.4 State the correct temperature for holding and serving dressings and cold sauces dishes
	3.5 Describe methods for adjusting the flavour of dressings and cold sauces

Unit content

1 **Know how to prepare dressings and cold sauces for basic dishes**

Preparation methods for dressings and cold sauces: weighing and measuring of foods (weighing scales, measuring jugs, using imperial/metric scale); selecting ingredients for type, quality and quantity; methods of preparation (beating, chopping, creaming, dicing, grating, folding, mixing, peeling, liquidising, blending, processing, stirring, sieving, whisking, steeping, infusing, seasoning)

Reasons for using different preparation methods: recipe/dish requirements; preparation methods to be adopted; cost of ingredients; style of menu; selling price of dishes

Characteristics of different types of dressings and cold sauces:

Types of dressings: vinaigrettes; yoghurt and cucumber dressing; truffle dressing; balsamic dressing; flavoured oils

Types of cold sauces: mayonnaise, flavoured mayonnaise, tartare sauce; herb sauce; hard butter sauces (parsley butter); Cumberland sauce; horseradish cream; mint sauce; fresh tomato coulis; red onion confit/marmalade; Pesto sauce; fruit coulis; purchased commercial sauces (soy sauce, oyster sauce, Tabasco sauce, Worcestershire sauce, anchovy sauce, chilli sauce)

Ingredients: oils (olive, corn, sunflower, peanut, sesame, walnut, hazelnut, soya); butter; pasteurised egg; vinegars (cider, red wine, white wine, sherry, malt, herb, raspberry, balsamic); seasonings (English mustard, French mustard, Dijon mustard, German mustard, salt, sea salt, pepper, spices, chilli, herb salt); herbs (chervil, tarragon, thyme, mint, parsley, basil, dill); other ingredients (sour cream, yoghurt, crème fraîche, quark, blue cheese, pine nuts, parmesan cheese); lemon; oranges; port; red current jelly, honey

Corrective action for quality issues: adjust temperature (dish too hot, too cold); adjust ingredients (under/over seasoning); adjust quantities

Storing dressings and cold sauces: preparing dressings and cold sauces for storage; selecting dressings and cold sauces for re-use; packaging of dressings and cold sauces (containers, bottles, jars, airtight containers); storage methods (larder, cold room, chiller, refrigerator, freezer); appropriate labelling; traceability; record keeping and documentation; compliance with Food Hygiene Regulations; identification of sauces and dressings for disposal (texture, taste, appearance); length of holding; time at service; professional judgement; safe disposal

2　**Know how to cook dressings and cold sauces**

Tools and equipment: selecting appropriate tools and equipment (knives, peelers, hand grater, muslin, greaseproof paper, small whisk, large whisk, fine chinois, food processor, electric food mixer, liquidiser, metal spoons, spatulas); bowls and containers; airtight storage containers; maintaining tools and utensils in good working order

Correct methods and temperatures for cooking dressings and cold sauces: cooking sauces (63˚C and above); warming items (honey); boiling/poaching when softening items (fruits); hot when sweating items (onions for added flavour); skimming, reducing, mixing

Healthy eating options: substitute ingredients (natural yoghurt, fromage frais, skimmed milk, olive oil/polyunsaturated fats); low salt; reduced fat; low sugar; controlled portion sizes; avoidance of added colourings, flavourings and preservatives

3　**Know how to finish dressings and cold sauces**

Correct finishing methods for dressings and cold sauces: meeting organisational requirements/specifications; presentation; seasoning; flavour; colour; consistency; customer preferences

Importance of correctly finishing dressings and cold sauces: balance with accompanying dish for taste, flavour, texture; customer satisfaction

Checking for quality: balance with final dish; check for flavour, texture, colour, consistency, quality; ensuring items do not form an unwanted skin (mayonnaise), oils used in dressings have not gone rancid

Temperature for holding and serving: holding sauces (hot holding 63˚C and above, cold holding 8˚C and below, refrigeration holding 5˚C and below); serving cold sauces (8˚C)

Adjusting flavours for dressings and cold sauces: adding additional seasoning; adding additional liquids such as milk, cream, vinegars, honey; adding sugar, lemon, lime

Essential guidance for tutors

Delivery

Although this unit supports the theoretical aspects associated with the correct preparation, cooking and finishing of dressings and cold sauces, much of the content could be delivered in a practical situation with demonstrations to highlight and re-enforce the technical aspects of the content.

The main focus of the unit should be to provide learners with a suitable theoretical background to dressings and cold sauces that can be applied to their own kitchen practice.

Whole-class teaching sessions can best achieve much of the content of the unit learning aims, with learners contributing from their own experiences. Self-directed studies in libraries, learning resources centre, and where appropriate, the work place, can support this style of delivery.

Learners may also be encouraged to seek and collect sample menus to use as reference points. They can be particularly useful in dish interpretation, highlighting new trends or promoting creativity, as well as illustrating wide use of culinary terminology.

Learning outcome 1: Learners will need to know how compound and complex sauces are prepared and have the processes and techniques used identified and explained. They should also know the differences in the range and characteristics of dressings and cold sauces used in food preparation today, their composition and the ingredients used. They should be able to identify some of the dishes which they would accompany or be served with.

Learners need to adopt safe working practices in all practical activities, and an understanding of excellent personal, environmental and food safety skills is integral to all parts of this unit. This includes safe 'holding' and storing of cold sauces and dressings as well as determining those that are not suitable to serve due to deterioration in quality or safety of the product.

Learning outcome 2: This follows directly from learning outcome 1, with the principles of preparation being built on by the introduction of the methods of dressings and cold sauce cookery. Learners should be instructed in the use of tools and equipment used in sauce making. Examples might be; the use of a muslin 'tammy cloth' to strain and add shine to an emulsified butter sauce, the correct skimming of a roux-based sauce to remove impurities, the whisking of a sabayon sauce to increase bulk. These examples of culinary practice can be expanded on and demonstrated when the cooking aspects of the unit are taught.

The trends for healthy eating and healthy lifestyles continue to grow and these cause new demands from customers who would wish to continue eating well-known favourites without the associated health risks. This, in some respects could, be achieved by adaptation of classical recipes and the incorporation and substitution of new ingredients. Examples are; olive oil can be used instead of butter, yoghurt or fromage frais can be used instead of cream, salt content can be substantially reduced or not used at all and fat can be completely removed from basic stocks and glazes by careful skimming. Tutors could demonstrate some of these contemporary principles in practical sessions and learners could compare the 'healthy alternative' with the 'classical approach'. This developmental approach to learning may provide learners with opportunities to develop their own ideas, following some established culinary principles from the classical kitchen. Learners should compare the more healthy option for quality, consistency, texture, flavour and colour as well as its suitability to match the dish it is to be served with.

Learning outcome 3: Learners will need to know how to finish and hold hot sauces for service. This will include the holding of sauces for service in, for example a bain-marie to prevent them from burning or drying out and the use of a greaseproof paper cartouche to prevent skin forming on the surface of some sauces. Tutors will need to refer to food hygiene requirements and re-enforce these at this time, including the correct temperatures for holding dressings and cold sauces.

Learners will need to know how to finish and hold dressings and cold sauces for service. This will include the correct 'holding' of sauces as well as reference to the current Food Hygiene Regulations.

The finishing of dressings and cold sauces for seasoning, flavour, texture and consistency is a skill which is developed over a period of time. Learners should therefore be introduced to opportunities to sample a wide range of dressings and cold sauces, thus gaining a fuller understanding of how they complement food items and enhance dishes.

Assessment

All of the content in the specification is mandatory. Therefore, tutors should ensure that learners have covered all of the content before attempting to sit the test. Please refer to the information on assessment in the *Assessment and grading* section.

Essential resources

College or training centre libraries must have available a selection of texts, catering and cookery books for learners to use. They must be contemporary and cover a wide range of food styles and recipes. Some texts should be available to show a variety of presentation techniques.

Centres will also need to be able to provide a wide and varied range of food commodities to support the content of the unit.

Learners will also need access to computers and the internet.

Employer engagement and vocational contexts

It is important that learners are given as many opportunities as possible to see a broad range of catering commodities and food ingredients. This can be achieved by visits to specialist suppliers and specialist supermarkets as well as visits to industrial/professional catering operations.

Indicative resource materials

Books

Campbell J, Foskett D, Ceserani V — *Advanced Practical Cookery, 4th Edition* (Hodder Education, 2006) ISBN-13: 9780340912355

Davidson A — *The Oxford Companion to Food, 2nd Edition (Oxford University Press, 2006)* ISBN 9780192806819

Foskett D, Ceserani V — *The Theory of Catering, 11th Edition* (Hodder Education, 2007) ISBN 9780340939260

Rhodes G — *Gary Rhodes' Cookery Year — Autumn into Winter, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534214

Rhodes G — *Gary Rhodes' Cookery Year — Spring into Summer, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534206

Tyre P — *Leith's Vegetarian Bible, 1st Edition* (Bloomsbury Publishing, 2002) ISBN 0747557160

Other publications

Food hygiene: A guide for businesses 2006 (The Food Standards Agency)

Journals

Caterer and Hotelkeeper (Reed Business Information)

Waitrose Food Illustrated (available in the supermarket outlets)

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	The Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency

Unit 5: Preparation, Cooking and Finishing of Fish Dishes

QCF Level: 3

QCF unit code: L/600/1813

Credit value: 3

Unit aim

This unit is about providing the understanding for creating complex fish dishes using different preparation and cooking methods. This unit also provides the understanding for finishing complex fish dishes correctly in readiness for service.

Unit introduction

This unit provides the theoretical knowledge and understanding for preparing, cooking and finishing of complex fish dishes.

The unit develops learners' understanding of the principles of fish preparation, cooking and finishing of dishes, as well as the correct and safe use of tools, utensils and equipment used in fish cookery. Contemporary cookery and customer demand has created a need for chefs to have access to a wide range of fish products, sourced both locally and throughout the world. Learners will be introduced to this wide range of fish products and understand the changes and trends in preparing and cooking a variety of fish dishes.

Learners will also understand the need to adopt safe working practices in undertaking the preparation and cooking of fish dishes. Recognising the impact of the Food Hygiene Regulations is integral to this unit.

Learners will know how to recognise a range of fish that are available for use in the hospitality industry as well as how to determine the essential quality points that need to be applied to the purchasing and storage of fish. Further, learners will understand the main methods of cooking that can be applied to fish, including the correct cooking temperatures to maintain both quality and food safety.

In accordance with government guidance and contemporary practice, learners should be introduced to the principles of healthy eating and the benefits thereof. Learners should understand how they can adapt existing recipes, developing their own dishes to incorporate these principles as well as demonstrating creativity and flair.

As well as understanding how complex fish dishes should be prepared and cooked, learners need to understand how to maintain safe food hygiene standards, that comply with current legislation, when dealing with fish products.

The finishing and presenting of fish dishes is an important skill and learners should understand how to undertake this activity to enhance dish appeal. Learners should also know the range of accompaniments that are traditionally served with fish dishes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to prepare fish for complex dishes	1.1 Explain the selection process used in order to ensure fish meets the dish requirements
	1.2 Identify how to control portions to minimise waste
	1.3 Describe preparation methods for different complex fish dishes
	1.4 Explain the reasons for using different methods of fish preparation
	1.5 Describe the characteristics of different types of commonly used fish
	1.6 State healthy eating considerations when preparing fish
	1.7 Describe the corrective action to be taken if there are quality problems
	1.8 Identify how to store prepared fish which is ready for cooking
2 Understand how to cook fish for complex dishes	2.1 Describe the tools and equipment used for different fish cooking methods
	2.2 Describe correct cooking methods for different complex fish dish requirements
	2.3 State the importance of using the correct temperatures for cooking different types of fish
	2.4 Identify the nutritional value of different types of fish
	2.5 State healthy eating considerations when cooking fish
	2.6 Explain how to combine fish with other ingredients to create a complex and balanced dish

Learning outcomes	Assessment criteria
3 Understand how to finish complex fish dishes	3.1 Describe the correct finishing methods for a range of complex fish dishes
	3.2 State the importance of correctly finishing dishes for service
	3.3 Describe how to minimise and correct common faults in complex fish dishes
	3.4 Describe how to adjust the colour, consistency and flavour of different fish dishes
	3.5 Identify the correct temperature for holding and serving complex fish dishes
	3.6 State the correct storage methods for complex fish dishes
	3.7 Describe current trends and methodologies in relation to cooking and finishing complex fish dishes

Unit content

1 **Understand how to prepare fish for complex dishes**

Selecting fish for dish requirements: types (whole fish, fillets and other cuts) correct weight; frozen; smoked; fresh fish; chilled; canned; salted; pickled smoked; checking for quality (fresh, clear eyes, fresh smell, pink gills); reporting problems to supervisors; mangers; suppliers

Portion control to minimise waste: buying pre-portioned cuts by weight, using a specification for buying that stipulates the cuts or weight, using recipes, training staff, using correct tools and equipment

Preparation methods: washing; gutting; trimming; skinning; boning eg pin boning, rib boned, spine; scaling; filleting (flat fish, round fish); whole fish; cutting cuts of fish (troncon, delice, darne, fillets, supremes, goujions paupiettes, plait); marinading; smoking; curing; correct thawing of frozen fish; seasoning; coatings, toppings (herb crust); covering (en croute)

Reasons for using different preparation methods: recipe/dish requirements, cooking methods to be adopted, amount of preparation undertaken by external supplier, quality of fish — high quality usually requires less preparation than lower quality

Characteristics of different types of commonly used fish: white fish — round (cod, haddock, whiting, hake, sea bass, Pollock); white fish — flat (plaice, lemon/Dover sole, turbot, halibut, skate); oily fish (salmon, mackerel, sardines); exotic (swordfish, marlin, snapper, red/grey mullet, squid) shellfish (mollusc, crustacean)

Healthy eating consideration: reducing portion size; reduce salt; reduce fat when cooking (steam, bake, poach, grill fish or shellfish)

Corrective actions for problems with quality: report to manager; return goods to supplier; quality issues caused by the business (take corrective action to put right); no safety issues (adjust sauce consistency/flavour); safety issues (dispose of product safely)

Quality of fish: checking for quality (fresh smell, clear bright eyes, bright red gills, plentiful amount of scales, moist skin, shiny skin, flesh firm to touch) correct specification from supplier; undamaged packaging; problems with quality (do not use, inform managers, return to suppliers)

Store prepared fish ready for cooking: holding cold and chilled fish at the correct safe temperature (1˚-5˚C); using safety and hygiene procedures to prevent cross-contamination and the growth of bacteria (washing hands thoroughly before handling food and always after handling raw fish, separating raw foods and ready to eat foods); legislation (Food Hygiene Regulations)

2 Understand how to cook fish for complex dishes

Tools and equipment: selecting and using appropriate tools and equipment knives; chopping boards; kitchen scissors; fish pliers; protective gloves; storage trays; cooking pans/vessels; maintaining tools and utensils in good hygienic and working order

Methods of cookery: bake, boil, braise, cure, deepfry, en papillote, grilled, pan fry, stir-fry, poach, raw, roast, sauté, sear, steam; combination steam/convection; correct cooking (correct temperatures for cooking fish, ensuring items are thoroughly cooked through, preserving nutritional value)

Correct temperatures for cooking fish: innermost parts of fish and shellfish (63°C flesh is opaque, flakes easily); cooking fish to keep shrinkage to a minimum (99°C or below); deep frying (175°C); stuffed fish (74°C or above)

Nutritional value of fish: all fish contains protein; oily fish generally have high levels of polyunsaturated fats and can be a rich source of omega-6 and omega-3 essential fatty acids; white fish can be a good source of vitamins (B3, B6); contains essential minerals (iron, phosphorous, selenium and iodine)

Healthy eating considerations: reducing portion size; choosing white fish as opposed to oily fish; reduction in calories; healthy cooking methods (poaching, steaming, en-papillote, using little or no salt, olive oil, fat free yoghurt, use of stocks instead of alcohol); serving fish dishes with generous portions of vegetables; healthier cooking methods (steaming, poaching, grilling)

Combining dish development —fish with other ingredients: combining fish with other ingredients (fungi, meat, vegetables, herbs and spices, wines for flavour, texture, colour, appearance, palate appeal); balancing a final dish (portion size, flavour, colour, seasoning, palate appeal)

3 Understand how to finish complex fish dishes

Finishing dishes: meeting organisational requirements/specifications; appearance; portion size; correct temperature (cold food below 8°C and hot food above 63°C); building dishes for plate appeal (draining off excess cooking liquids); colour; glazing; reduction of cooking liquors; butter/sauce foams; sauce/liquor consistency; flavour; temperature; suitable resting times; seasoning; customer preferences

Finishing dishes for service: warming dressings; bringing sauces to the boil; correcting seasonings; putting together the components of the dish to create the final dish; arranging food attractively; garnishes (picks of parsley, fried seaweed, stems of chives, whole prawns); accompaniments (parsley butter, lemon/lime wedges, tartare sauce, hot tomato sauce, hollandaise sauce, pesto dressing); presenting on suitable plate; service containers for serving or placing in front of customers; ensuring any accompaniments are available; importance (customer satisfaction, dish requirements, organisation reputation)

Minimising and correcting common faults: checking for quality before dishes leave the hotplate; checking for correct temperature; following recipe/organisational requirements/specifications for finish; presentation and service requirements; attention to detail; work in a clean well-ordered manner; attention to hygiene and cleanliness; ensure dishes match menu descriptions

Adjusting different dishes: tasting for correctness of flavour (adjust seasoning); adjusting consistency of sauces (add water, add oil, add vinegar, remove and strain); cooking and finishing procedures if necessary in light of experience; checking for correctness of temperature; checking for finish of presentation; checking garnishes are in place and correct; checking accompaniments are available and correct for dish

Temperatures for holding and serving: holding hot food at the required legal temperature (63˚C or above); holding chilled food at the required legal temperature (8˚C or below); monitoring for compliance

Correct storage methods: holding and storing and serving cooked fish: holding hot food at the required legal temperature (63˚C or above); holding chilled food at the required legal temperature (8˚C or below); holding frozen foods at the required legal temperatures (minus 18˚C or below); monitoring for compliance; preventing damage to appearance and texture and nutritional content; preventing contamination; legislation (Food Hygiene Regulations)

Current trends for cooking and finishing complex fish dishes: lightly cooked dishes; hot fish sauces are lightly thickened without use of roux-based sauces; revival of traditional fish dishes; use of exotic fish; use of combination/convection ovens to cook fish

Essential guidance for tutors

Delivery

Although this unit supports the theoretical aspects associated with the preparation and cooking of the fish, content could be delivered in a practical situation with demonstrations to highlight and re-enforce the technical aspects of the content.

Whole class teaching sessions can best achieve much of the content of the unit learning aims, with learners contributing from their own experiences. Self-directed study in libraries, learning resources centres, and where appropriate, the work place, can also support learner development.

Learning outcome 1: Learners should be introduced to a wide range of fish types that are commonly found in and around the UK as well as other parts of the world. As the international stocks of some species diminish, consumers are being encouraged to try new products to help preserve some species such as cod and haddock. Learners should appreciate the environmental issues surrounding fishing and fish stocks as these issues impact on the customers. They will also need to know the main points that chefs use to determine quality, and consequently acceptability, for use of fish in a hospitality business. Learners should recognise the benefits of minimising waste in the purchase, storage, preparation and cooking of fish products, as well as describing the corrective action to take should quality issues arise at any stage.

Learners need to be able to recognise the characteristics of different types of fish, the tools used to prepare them, as well as various methods of preparation.

It is essential that learners understand safe working practices and so reduce the risk of accidents to themselves and others. This should include the safe storage and cooking of fish products and dishes. Learners need to comply fully with current Food Hygiene.

Learning outcome 2: Learners need to know the correct tools and equipment for preparing different fish dishes, as well as the various cooking methods, and be able to correctly match a range of fish (and cuts of fish) to each method of cookery. Using ingredients effectively to create appealing dishes will be central to learner achievement and tutors need to emphasise this from the outset.

Learners need to ensure fish is properly cooked and safe to eat, recognising also how to preserve its nutritional value when applying cookery principles.

Fish can be an important food in a healthy diet. Learners will need to understand how fish and fish dishes satisfy the requirements of those who would wish to adopt the principles of healthy eating.

Learning outcome 3: Learners need to understand the principles of finishing dishes, including adjusting sauces for the correct consistency, colour and seasoning. The final glazing of butter-based sauces, the creating of foams for flavour and added moisture, and the rapid reduction of cooking liquors will add to the intensity of flavours. Tutors may wish to teach this aspect of the unit through demonstrations, with theory support.

Learners need to know the correct principles for storage of hot and cold fish products and dishes, being able to apply these safely in work settings. Learners should also recognise the correct action to take in the event of problems arising in the production of fish dishes, such as safe food temperatures not being attained when monitoring takes place. Learners need to comply fully with current Food Hygiene Regulations.

Time can be allocated for learners to have some tutored practice in the finishing of dishes and tutors can re-enforce the technical aspects of complex fish cookery. This time can also be used by learners to develop their own recipes and dishes, in preparation for the assessment of the unit under the guidance of tutors. Learners can also bring to these sessions, ideas from their work places for review and development. Peer review and assessment of ideas, especially that of finish and presentation, can take place.

Learners also need to appreciate that customers often 'eat with their eyes' and that food presentation can be substantially enhanced by the choice of the dishes, crockery and containers in which it is served. Tutors should try to make sure learners have access to a range of suitable crockery and other service ware to show what can be achieved in terms of dish presentation. Catering and crockery suppliers can be a good source of samples and their catalogues make excellent learning aids for this aspect of the unit content.

Learners need to recognise current trends and fashions in the cooking and presentation of fish dishes so that they are aware of current developments and mindful of the ever evolving nature of the hospitality industry.

Assessment

All of the content in the specification is mandatory. Therefore tutors should ensure that learners have covered all of the content before attempting to sit the test. Please refer to the information on assessment in the *Assessment and grading* section.

Essential resources

Learners will need access to professionally equipped industrial kitchens and support areas for successful completion of this unit. Appropriate large and small commercial equipment should be provided that is up to date and in good working order. Centres should provide a wide and varied range of food commodities to support the content of the unit.

College or training centre libraries should have available a selection of catering and cookery books of a contemporary nature, addressing a wide range of food styles, recipes and presentation techniques.

Learners will also need access to the internet.

Visits to fish suppliers as well as the catering industry may provide additional opportunities for learners to assess the range of commodities and dishes available.

Indicative resource materials

Books

Campbell J, Foskett D, Ceserani V — *Advanced Practical Cookery: A Textbook for Education and Industry, 4th Edition* (Hodder Education, 2006) ISBN 13-9780340912355

Davidson A — *The Oxford Companion to Food, 2nd Edition* (Oxford University Press, 2006) ISBN 9780192806819

Foskett D and Ceserani V — *The Theory of Catering, 11th Edition* (Hodder Education, 2007) ISBN 9780340939260

Rhodes G — *Gary Rhodes' Cookery Year — Autumn into Winter, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534214

Rhodes G — *Gary Rhodes' Cookery Year — Spring into Summer, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534206

Stein R — *Best of British Fish* (Bounty Books — Octopus Publishing, 2005) ISBN 9781840009996

Steine R — *Seafood Lovers' Guide, 1st Edition* (BBC Worldwide Limited, 2000) ISBN 0563551526

Other publications

Food hygiene: A guide for businesses 2006 (The Food Standards Agency)

Journals

Caterer and Hotelkeeper (Reed Business Information)

Waitrose Food Illustrated (available in the supermarket outlets)

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	The Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency
www.seafoodtraining.org	The education site of Billingsgate fish market London. Access to training materials and courses on fish and fish cookery often free of charge. Teachers' links for resources and up-to-date information on fish and the fishing industry

Unit 6: Preparation, Cooking and Finishing of Meat Dishes

QCF Level: 3

QCF unit code: D/600/1816

Credit value: 3

Unit aim

This unit is about providing the understanding for creating complex meat dishes using different preparation and cooking methods. This unit also provides the understanding for finishing complex meat dishes correctly in readiness for service.

Unit introduction

The unit provides the theoretical knowledge and understanding for preparing, cooking and finishing of complex meat dishes.

The unit develop learners' understanding of the principles of meat preparation, cooking and the finishing of dishes, as well as the correct and safe use of tools, utensils and equipment used in meat cookery. Learners will also understand the need to adopt safe working practices in undertaking the preparation and cooking of meat dishes. Recognising the impact of the Food Hygiene Regulations is integral to this unit.

Learners will recognise a range of meats and cuts of meats that are available for use in the hospitality industry and learn how to determine the essential quality points that need to be applied to the purchasing, storage, preparation, cooking and serving of fresh and preserved meat. Further, learners will understand the main methods of cooking that can be applied to complex meat dishes, including the correct cooking and serving temperatures needed to maintain both quality and food safety.

In accordance with government guidance and contemporary practice, learners should be introduced to the principles of healthy eating and the benefits thereof. Learners should understand how they can adapt existing recipes, developing their own dishes to incorporate these principles, as well as demonstrating creativity and flair.

As well as understanding how complex meat dishes are prepared, cooked and presented, learners need to understand how to maintain safe food hygiene standards that comply with current legislation when dealing with meat products.

The finishing and presenting of foods and dishes is an important skill and learners should understand how to undertake this activity to enhance dish appeal. Learners should also know the range of accompaniments that are traditionally served with meat dishes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to prepare meat for complex dishes	1.1 Explain the selection process used in order to ensure meat meets the dish requirements
	1.2 Identify how to control portions to minimise waste
	1.3 Describe preparation methods for different complex meat dishes
	1.4 Explain the reasons for using different methods of meat preparation
	1.5 Describe the characteristics of different types of meat dishes
	1.6 State healthy eating considerations when preparing meat for complex dishes
	1.7 Describe the corrective action if there are quality problems
	1.8 Identify how to store prepared meat which is ready for cooking

Learning outcomes	Assessment criteria
2 Understand how to cook meat for complex dishes	2.1 Describe the tools and equipment used for different meat cooking methods
	2.2 Describe correct cooking methods for different complex meat dish requirements
	2.3 State the importance of using the correct temperatures for cooking different types of meat
	2.4 Describe the process for checking meat is cooked correctly
	2.5 Identify the nutritional value of different types of meat
	2.6 State healthy eating considerations when cooking meat
	2.7 Explain how to combine meat with other ingredients to create a complex and balanced dish
3 Understand how to finish complex meat dishes	3.1 Describe the correct finishing methods for a range of complex meat dishes
	3.2 State the importance of correctly finishing dishes for service
	3.3 Describe how to minimise and correct common faults in complex meat dishes
	3.4 Describe the corrective action to adjust the colour, consistency and flavour of different meat dishes
	3.5 Identify the correct temperature for holding and serving complex meat dishes
	3.6 State the correct storage methods for complex meat dishes
	3.7 Describe current trends and methodologies in relation to cooking and finishing complex meat dishes

Unit content

1 **Understand how to prepare meat for complex dishes**

Selecting meat for dish requirements: different cuts of meat; size; weight; quality issues for flavour; tenderness; freshness; colour; menu requirements; final presentation of dish

Portion control to minimise waste: buying pre-portioned joints and cuts; using recipes; using scales to determine exact portion; training staff (using correct tools and equipment)

Preparation methods: weighing and portioning by weight; portioning for dish; boning, cutting, trimming, rolling, tenderising, chining, tying; use of roast meat netting; larding and barding; stuffing; slicing; mincing; removing sinew; removing skin; seasoning/marinating

Reasons for using different preparation methods: recipe/dish requirements; cooking methods to be adopted; amount of preparation undertaken by external supplier; quality of meat — high quality requires less preparation than lower quality; selling price of dish

Healthy eating considerations: trimming of excess fat; choosing lean cuts/joints; reducing portion size

Characteristics of different types of meat dishes: light dishes adopting fast cooking methods and light sauces; heavy dishes adopting slower cooking methods; sauces, for example made from roux base

Corrective actions for problems with quality: checking for quality (fresh smell, good colour, moist texture, correct specification from supplier, undamaged packaging); problems with quality (do not use, inform managers, return to suppliers)

Storing prepared meat for cooking: correct storage procedures; holding chilled food at the required legal temperature (minus 8˚C or below); holding cold and frozen foods at the required legal temperatures (minus 18˚C or below); correct thawing procedures; using safety and hygiene procedures to prevent blood spillage, cross-contamination and the growth of bacteria (washing hands thoroughly before handling food and always after handling raw meat, separating raw foods and ready to eat foods, covering meat ready for cooking to prevent insect/other contamination); legislation (Food Hygiene Regulations)

2 **Understand how to cook meat for complex dishes**

Tools and equipment: selecting and using appropriate tools and equipment; knives; chopping boards; mincer; mechanical chopper; mechanical slicer; protective gloves; maintaining tools and utensils in good hygienic working order

Methods of cookery: braise; confit; cure; grilling (over heat, under heat); pan fry; stir-fry; pot roast; roasting; sauté; stewing; combining cooking methods; seasoning; tasting; timing; making sure food is cooked through (using a temperature probe for large joints, finger test for smaller cuts such as steaks); correct cooking temperatures; preserving nutritional value by appropriate cooking

Importance of using correct temperatures: undercooking ingredients; over cooking ingredients; food poisoning

Checks for ensuring meat is cooked correctly: use temperature probe; cut meat to check colour; tests to check firmness of meat

Nutritional value of meat: types of meat (beef, lamb, pork, veal, farmed game, offal); protein; fat; vitamins (A, B3, B6, B12, D, K); minerals (iron, riboflavin, zinc)

Healthy eating considerations: cooking with oils not hard fats; choosing healthy cooking methods (grilling, braising; cutting fat off joints and steaks, use little or no salt); no alcohol in recipes; serving meat dishes with generous portions of vegetables

Dish development and combining meat with other ingredients: fresh vegetables, pulse vegetables, potatoes, fungi, fruit, herbs and spices, alcohol, pastry

3 **Understand how to finish complex meat dishes**

Finishing methods: meeting organisational requirements/specifications; appearance; portions size; correct temperature (cold food below 8˚C, hot food above 63˚C); building dishes for plate appeal (draining off excess cooking liquids); reduction of cooking liquors for consistency and flavour, amending sauce consistency; making gravies; adding garnishes; correct temperatures; suitable resting times before carving, portioning; seasoning; customer preferences

Importance of correctly finishing dishes: customer appeal; organisation reputation

Minimising and correcting common faults: checking for quality before dishes leave the hotplate; following recipe/instructions/specifications for finish, presentation and service requirements; attention to detail; work in a clean well-ordered manner; attention to hygiene and cleanliness; ensuring dishes match menu descriptions

Corrective action for colour, consistency and flavour: amend preparation, cooking and finishing procedures if necessary in light of experience; check specification of meat for quality

Temperatures for holding and serving: holding (required legal temperature 63˚C or above); chilled food at the required legal temperature (8˚C or below); monitoring for compliance

Correct storage methods: preventing damage to appearance and texture and nutritional content; preventing contamination; cooking at the correct temperature; cooking foods as near to the point of consumption as possible; using the correct tools and serving equipment; spoilage (physical, chemical); legislation (Food Hygiene Regulations)

Current trends and methodologies for finishing dishes: selecting appropriate containers and equipment according to the dish requirements; plate dish layout; arranging food attractively; garnishes (chopped parsley, watercress, Yorkshire pudding); vegetable garnishes (mixed winter vegetables, braised red cabbage); potatoes (garlic mash, fondant); pasta; couscous; herb dumplings; saucing plates and serving dishes; accompaniments (horseradish cream, apple sauce, mustards)

Essential guidance for tutors

Delivery

Although this unit supports the theoretical aspects associated with the preparation and cooking of meat, the content could be delivered in a practical situation with demonstrations to highlight and re-enforce the technical aspects of the content.

Whole class teaching sessions can best achieve much of the content of the unit learning aims, with learners contributing from their own experiences. Self-directed study in libraries, learning resources centres, and where appropriate, the work place, can also support learner development.

Learning outcome 1: Learners need to know the main points that experienced chefs use to determine quality, and consequently acceptability, for use of meat in a hospitality business. Learners will also need to understand the different preservation methods that can be applied to meat and the characteristics of each method as well as the effect on meat. For example freezing might cause the texture of some meat to become soft when defrosted. Learners need to know how to prevent and look for freezer burn which might make the meat unsuitable for some dishes.

The need for learners to understand the reasons for using different methods of meat preparation and characteristics of different types of meat dishes is integral to this unit. In addition, learners need to take into account healthy eating considerations when preparing meat for complex dishes.

It is essential that learners understand safe working practices to reduce the risk of accidents to themselves and others, including the application of current Food Hygiene Regulations. Learners will need to know the safe working practices associated with handling fresh, chilled and frozen meats as well as the correct and safe storage methods of meat and meat products. Further, learners must be able to explain what action they would take if problems with the quality of raw or cooked meat arise in order to safeguard potential consumers and maintain organisational standards.

Learning outcome 2: Learners need know the different tools that are used in preparing safely for a variety of dishes. Learners also need to know the different methods of cooking meat and be able to match the cuts to each method of cookery, so the quality of the product is maximised.

Learners need to recognise the importance of using the correct temperatures for cooking different types of meat, as well as explaining the processes for checking meat is cooked correctly.

Meat can be an important food in a healthy diet. Learners will need to understand how meat and meat dishes satisfy the requirements of those who would wish to adopt the principles of healthy eating. These would include eating a diet low in saturated fats, low in salt, low in red meats, free of additives, colourings and preservatives and controlling the size of portions as well as ensuring a balanced diet.

Learners need also to explain how to combine meat with other ingredients to create complex dishes that enhance the meal experience.

Learning outcome 3: Learners need to understand the principles of finishing dishes including adjusting sauces for correct consistency, colour, seasoning and flavour. Portioning and carving of meat is an important aspect of finishing complex meat dishes and tutors may wish to deliver this part of the unit through demonstrations, supported by the theory.

Learners need to know the correct principles for storage of hot and cold meat products and dishes, being able to apply these safely in work settings. Learners should also recognise the correct action to take in the event of problems arising in the production of meat dishes, such as safe food temperatures not being attained when monitoring takes place. Learners need to comply fully with current Food Hygiene Regulations throughout the unit.

Time can be allocated for learners to have some tutored practice in the finishing of dishes and tutors can re-enforce the technical aspects of complex meat cookery. This time can also be used by learners to develop their own recipes and dishes, in preparation for the assessment of the unit under the guidance of tutors. Learners can also bring to these sessions, ideas from their work places for review and development. Peer review and assessment of ideas, especially that of finish and presentation can take place.

Learners also need to appreciate that customers often 'eat with their eyes' and that food presentation can be substantially enhanced by the choice of the dishes, crockery and containers in which it is served. Tutors should make sure that learners have access to a range of suitable crockery and other service ware to show what can be achieved in terms of dish presentation. Catering and crockery suppliers can be a good source of samples and their catalogues make excellent learning aids for this aspect of the unit content.

Learners need to recognise current trends and fashions in the cooking and presentation of meat dishes so that they are aware of current developments and mindful of the ever evolving nature of the hospitality industry.

Assessment

All of the content in the specification is mandatory. Therefore tutors should ensure that learners have covered all of the content before attempting to sit the test. Please refer to the information on assessment in the *Assessment and grading* section.

Essential resources

Learners will need access to professionally equipped industrial kitchens and support areas for successful completion of this unit. Appropriate large and small commercial equipment should be provided that is up to date and in good working order. Centres should provide a wide and varied range of food commodities to support the content of the unit.

College or training centre libraries should have available a selection of catering and cookery books of a contemporary nature, addressing a wide range of food styles, recipes and presentation techniques.

Learners will also need access to the internet.

Employer engagement and vocational contexts

It is important that learners are given as many opportunities as possible to see a broad range of catering commodities and food ingredients. This can be achieved by visits to specialist suppliers and specialist supermarkets as well as visits to industrial/professional catering operations.

Indicative resource materials

Books

Campbell J, Foskett D, Ceserani V — *Advanced Practical Cookery: A Textbook for Education and Industry, 4th Edition* (Hodder Education, 2006) ISBN 13-9780340912355

Davidson A — *The Oxford Companion to Food, 2nd Edition* (Oxford University Press, 2006) ISBN 9780192806819

Foskett D and Ceserani V — *The Theory of Catering, 11th Edition* (Hodder Education, 2007) ISBN 9780340939260

Rhodes G — *Gary Rhodes' Cookery Year — Autumn into Winter, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534214

Rhodes G — *Gary Rhodes' Cookery Year — Spring into Summer, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534206

Other publications

Food hygiene: A guide for businesses 2006 (The Food Standards Agency)

Journals

Caterer and Hotelkeeper (Reed Business Information)

Waitrose Food Illustrated (available in the supermarket outlets)

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	The Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency

Unit 7: Preparation, Cooking and Finishing of Poultry Dishes

QCF Level: 3

QCF unit code: H/600/1817

Credit value: 3

Unit aim

This unit is about providing the understanding for creating complex poultry dishes using different preparation and cooking methods. This unit also provides the understanding for finishing complex poultry dishes correctly in readiness for service.

Unit introduction

This unit helps learners to continue to develop their theoretical knowledge and understanding of the basic principles of preparing, cooking and finishing of the more complex poultry dishes. This unit and therefore its content can then be used to underpin the practical cookery aspects of their learning and contribute to learners being able to work unsupervised. Poultry is a popular item on menus, as many customers will choose the white meat from chicken, turkey and guineafowl in preference to traditional red meats. They have a lower saturated fat content, can be easier to digest and also have a lower calorie value so are suitable for those who may be wishing to reduce weight. This unit closely links with *Level 3 Professional Cookery Unit 6: Preparation, Cooking and Finishing of Meat Dishes*.

This unit continues to develop learners' understanding of the principles of poultry preparation, cooking and the finishing of complete dishes for customer consumption, as well as the correct use of tools, utensils and equipment that are used in poultry cookery. Learners will also be given reinforcement knowledge on safe working practices and personal hygiene procedures that should be applied to working in a food production situation. Although this is not a food hygiene unit, learners must understand the implications of the Food Hygiene Regulations and be taught to work within these regulations.

Learners will also be taught how to recognise the range of poultry and pre-cut portions that are available for use in the hospitality industry and how to determine the essential quality points that need to be applied to the purchasing, storage, preparation, cooking and serving of fresh and preserved poultry. They will also be taught the main methods of cooking that can be applied to complex poultry dishes, including the correct cooking temperatures to maintain the eating quality as well as to ensure safe food hygiene.

In line with government guidance and contemporary practice, learners should be introduced to the basic principles of healthy eating and the associated benefits that this may bring. They should be shown how they could adapt cooking methods, poultry recipes and dishes and to develop their own dishes to incorporate some of these principles.

As well as understanding how complex poultry dishes should be cooked, learners will gain knowledge on how to hold cooked poultry and poultry dishes for consumption safely, in accordance with the law, to prevent contamination and food poisoning. The law makes specific requirements that must be applied and complied with, and learners will need to understand and apply these requirements to their work. Poultry has the potential, if not correctly managed in the kitchen, to be the source of serious food poisoning. The insides of all poultry contain salmonella food-poisoning bacteria and this must not be allowed to cross-contaminate other food stuffs, equipment, storage areas or the hands of cooking staff. The temperature probing of foods and dishes will be introduced including the procedures needed to monitor foods in a practical food production situation. Other aspects of the Food Hygiene Regulations will be highlighted that apply to holding and storing cooked food.

The finishing and presenting of foods and dishes is an important skill and learners should understand how to undertake the finishing of complex poultry dishes to make food attractive to customers. With complex poultry cookery this can be quite a creative activity and there will be opportunities in the teaching to introduce some of the more artistic aspects of culinary work. Learners will also learn how to select the most appropriate plates and serving dishes for complex poultry dishes that enhance their appeal, presentation and customer enjoyment. Learners will also be taught about the range of accompaniments that are traditionally served with some poultry dishes to improve their eating quality.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to prepare poultry for complex dishes	1.1 Explain the selection process used in order to ensure poultry meets the dish requirements
	1.2 Identify how to control portions to minimise waste
	1.3 Describe preparation methods for different complex poultry dishes
	1.4 Explain the reasons for using different methods of poultry preparation
	1.5 Describe the characteristics of different types of complex poultry dishes
	1.6 State healthy eating considerations when preparing poultry for complex dishes
	1.7 Describe corrective action for if there are quality problems
	1.8 Identify how to store prepared poultry which is ready for cooking

Learning outcomes	Assessment criteria
2 Understand how to cook poultry for complex dishes	2.1 Describe the tools and equipment used for different poultry cooking methods
	2.2 Describe correct cooking methods for different complex types of poultry
	2.3 State the importance of using the correct temperatures for cooking different types of poultry
	2.4 Describe the process for checking poultry is cooked to the correct extent
	2.5 Identify the nutritional value of different types of poultry
	2.6 State healthy eating considerations when cooking poultry
	2.7 Explain how to combine poultry with other ingredients to create a complex and balanced dish
3 Understand how to finish complex poultry dishes	3.1 Describe the correct finishing methods for a range of complex poultry dishes
	3.2 State the importance of correctly finishing dishes for service
	3.3 Describe how to minimise and correct common faults in complex poultry dishes
	3.4 Describe the action required to adjust the colour, consistency and flavour of different poultry dishes
	3.5 Identify the correct temperature for holding and serving complex poultry dishes
	3.6 State the correct storage methods for complex poultry dishes
	3.7 Describe current trends and methodologies in relation to cooking and finishing complex poultry dishes

Unit content

1 **Understand how to prepare poultry for complex dishes**

Selecting poultry for dish requirements: recipe suitability; cooking method; product type (turkey, baby chicken, roasting chicken, boiling fowl, capon, duck, goose, guinea fowl); quality issues (flavour, tenderness, freshness, colour); menu requirements; final presentation of dishes; cost considerations

Portion control to minimise waste: buying individual portions, using individual breasts of chicken or duck, buying oven-ready items; using recipes; training staff (using correct tools and equipment)

Preparation methods: portioning by weight, portioning for dish; boning; cutting; trimming; tying; larding and barding; stuffing; slicing; mincing; removing sinew; removing skin; seasoning/marinating

Reasons for using different preparation methods: recipe/dish requirements; cooking methods to be adopted; amount of preparation undertaken by external supplier; quality of poultry — high quality requires less preparation than lower quality; less waste; selling price of dish

Characteristics of different types of dishes: goose contains more fat than other poultry; goose and duck flesh is rich and is usually countered by sauces containing fruit; chicken and turkey flesh are white meat and considered light to eat; older birds have tendency to be dry in texture and are best served with light moist sauces or cooked by casseroling and pot-roasting

Healthy eating considerations: trimming off excess fat; trimming off skin; reducing portion sizes; sauces made without fat, starches or alcohol

Quality of poultry: checking for quality (fresh smell, no damage to flesh, firm flesh, ivory colour for fresh chicken, golden yellow colour for corn fed chicken, insides thoroughly and completely drawn/eviscerated); correct specification from supplier; undamaged packaging

Corrective actions for problems with quality: report to manager; return goods to supplier; quality issues caused by the business: take corrective action to put right; no safety issues (adjust sauce consistency/flavour); safety issues (dispose of product safely)

Storing prepared poultry for cooking: correct storage procedures; holding chilled/raw poultry at the required legal temperature (3˚C-5˚C preferred range for poultry); holding frozen poultry at the required legal temperature (minus 18˚C or below) until needed for cooking; correct thawing procedures; thawed in a refrigerator until completely defrosted; using safety and hygiene procedures to prevent blood spillage; cross-contamination and the growth of bacteria (washing hands thoroughly before handling food and always after handling raw poultry); separating raw foods and ready-to-eat foods in storage, with poultry placed at the bottom of the chiller/refrigerator if shared with other cooked products (however raw poultry produce should be kept in separate refrigerator/chiller from cooked items); covering poultry ready for cooking to prevent insect/other contamination); compliance with current legislation (Food Hygiene Regulations)

2 **Understand how to cook poultry for complex dishes**

Tools and equipment: selecting and using appropriate tools and equipment; knives; chopping boards; mincer; mechanical chopper; mechanical slicer; poultry scissors; maintaining tools and utensils in good hygienic and working order

Methods of cookery: bake; casserole; deep fry; en-papillote; grill; pan fry; poach; pot roast; roast; sauté

Importance of using the correct temperatures for cooking different types of poultry: undercooking ingredients; over cooking ingredients; food poisoning

Checking poultry is cooked: use temperature probe; cut poultry to check colour; tests to check firmness of poultry

Nutritional value of poultry: types of poultry (chicken, turkey, duck, guinea fowl, pheasant); protein; fat; vitamins (B2, B3, B6); minerals (phosphorus, zinc, folic acid, selenium)

Healthy eating considerations: cooking with oils not hard fats, choosing healthy cooking methods (grilling, braising, poaching, en-papillote); use little or no salt; no alcohol in recipes; serving poultry dishes with generous portions of vegetables

Dish development and combining different poultry with other ingredients: fresh vegetables, pulse vegetables, potatoes, fungi, fruit, herbs and spices, alcohol, pastry

3 **Understand how to finish complex poultry dishes**

Finishing methods: meeting organisational requirements/specifications; appearance; portions size; correct temperature (cold food below 8˚C and hot food above 63˚C); building dishes for plate appeal (draining off excess cooking liquids); reduction of cooking liquors for consistency and flavour to form the bases of sauces, amending sauce consistency; making gravies; adding garnishes; correct temperatures; suitable resting times before carving, portioning; seasoning; customer preferences

Importance of finishing dishes for service: customer satisfaction; organisation reputation

Minimising and correcting common faults: checking for quality before dishes leave the hotplate; following recipe/instructions/specifications for finish, presentation and service requirements; attention to detail; work in a clean well-ordered manner; attention to hygiene and cleanliness; ensuring dishes match menu descriptions

Action for adjusting finish of dishes: meeting organisational requirements/specifications; appearance; portions size; correct temperature cold food below 8˚C degrees centigrade and hot food above 63˚C; building dishes for plate appeal, eg draining off excess cooking liquids; reduction of cooking liquors for consistency and flavour to form the bases of sauces, adjusting sauce consistency; making gravies; adding garnishes; correct temperatures; suitable resting times before carving, portioning; seasoning; customer preferences

Temperatures for holding and serving: holding (required legal temperature 63˚C or above); chilled food at the required legal temperature (8˚C or below); monitoring for compliance

Correct storage methods: labelling with correct date; preventing damage to appearance and texture and nutritional content; preventing contamination; cooking at the correct temperature; cooking foods as near to the point of consumption as possible; using the correct tools and serving equipment; spoilage (physical, chemical); legislation (Food Hygiene Regulations)

Current trends and methodologies for finishing dishes: selecting appropriate containers and equipment according to the dish requirements; plate/dish layout; arranging food attractively; garnishes used to enhance colour and presentation (chopped parsley, watercress); vegetable garnishes (mixed winter vegetables); traditional accompaniments still popular such as apple sauce with roast goose, game chips-watercress-bread sauce-roast gravy served with traditional roast chicken, cranberry sauce with roast turkey

Essential guidance for tutors

Delivery

Although this unit supports the theoretical aspects associated with the preparation and cooking of poultry, much of the content could be delivered in a practical situation with demonstrations to highlight and re-enforce the technical aspects of the content.

Whole-class teaching sessions can best achieve much of the content of the unit learning aims with learners contributing from their own experiences. Self-directed study in libraries, learning resources centres, and where appropriate, the work place, can also support learner development.

Learning outcome 1: Learners need to recognise the range of poultry products that can be used in the dish preparation. Further, learners need to know the main points that experienced chefs use to determine quality, and consequently acceptability, for use of poultry in a hospitality business. Learners will also need to understand how to minimise waste in the preparation and cooking of poultry dishes.

The need for learners to understand the reasons for using different methods of preparation and to know the characteristics of different types of poultry dishes are both integral to this unit. In addition, learners need to take into account healthy eating considerations when preparing meat for complex dishes.

It is essential that learners understand safe working practices to reduce the risk of accidents to themselves and others, including the application of current Food Hygiene Regulations. Learners will need to know the safe working practises associated with handling fresh, chilled and frozen poultry as well as the correct and safe storage methods of poultry and poultry products. Further, learners must be able to explain what action they would take if problems with the quality of raw or cooked poultry arise in order to safeguard potential consumers and maintain organisational standards.

Learning outcome 2: Learners need know the different tools that are used in preparing safely for a variety of dishes. In addition, learners need to know the different methods of cooking poultry and be able to match the product to each method of cookery, so the quality of the product is maximised.

Learners also need to recognise the importance of using the correct temperatures for cooking different types of poultry, as well as explaining the processes for checking poultry is cooked correctly.

Poultry can be an important food in a healthy diet. Learners will need to understand how poultry and poultry dishes satisfy the requirements of those who would wish to adopt the principles of healthy eating. Learners need also to explain how to combine poultry with other ingredients to create complex dishes that enhance the meal experience.

Learning outcome 3: Learners need to understand the principles of finishing dishes, including adjusting sauces for correct consistency, colour, seasoning and flavour. Portioning and carving of poultry is an important aspect of finishing complex dishes and tutors may wish to deliver this part of the unit through demonstrations, supported by the theory. Further, learners need to know the correct temperatures for both 'holding' and serving poultry dishes to maintain safe standards.

Learners need to know the correct principles for storage of hot and cold poultry products and dishes, being able to apply these safely in work settings. Learners should also recognise the correct action to take in the event of problems arising in the production of poultry dishes, such as adjusting sauce consistency. Recognition of current trends and fashions in the cooking and presentation of poultry dishes is a skill learners need to acquire, mindful of the ever evolving nature of the hospitality industry

Time can be allocated for learners to have some tutored practice in the finishing of dishes and tutors can re-enforce the technical aspects of poultry cookery. This time can also be used by learners to develop their own recipes and dishes, in preparation for the assessment of the unit under the guidance of tutors. Learners can also bring to these sessions, ideas from their work places for review and development. Peer review and assessment of ideas, especially that of finish and presentation can take place.

Learners also need to appreciate that customers often 'eat with their eyes' and that food presentation can be substantially enhanced by the choice of the dishes, crockery and containers in which it is served. Tutors should make sure that learners have access to a range of suitable crockery and other service ware to show what can be achieved in terms of dish presentation. Catering and crockery suppliers can be a good source of samples and their catalogues make excellent learning aids for this aspect of the unit content.

Learners need to comply fully with current Food Hygiene Regulations throughout the unit.

Assessment

All of the content in the specification is mandatory. Therefore tutors should ensure that learners have covered all of the content before attempting to sit the test. Please refer to the information on assessment in the *Assessment and grading* section.

Essential resources

Learners will need access to professionally equipped industrial kitchens and support areas for successful completion of this unit. Appropriate large and small commercial equipment should be provided that is up to date and in good working order. Centres should provide a wide and varied range of food commodities to support the content of the unit.

College or training centre libraries should have available a selection of catering and cookery books of a contemporary nature, addressing a wide range of food styles, recipes and presentation techniques.

Learners will also require access to the internet.

Employer engagement and vocational contexts

It is important that learners are given as many opportunities as possible to see a broad range of catering commodities and food ingredients. This can be achieved by visits to specialist suppliers and specialist supermarkets as well as visits to industrial/professional catering operations.

Indicative resource materials

Books

Campbell J, Foskett D, Ceserani V — *Advanced Practical Cookery: A Textbook for Education and Industry, 4th Edition* (Hodder Education, 2006) ISBN 13-9780340912355

Davidson A — *The Oxford Companion to Food, 2nd Edition* (Oxford University Press, 2006) ISBN 9780192806819

Foskett D and Ceserani V — *The Theory of Catering, 11th Edition* (Hodder Education, 2007) ISBN 9780340939260

Rhodes G — *Gary Rhodes' Cookery Year — Autumn into Winter, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534214

Rhodes G — *Gary Rhodes' Cookery Year — Spring into Summer, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534206

Tyrer P — *Leith's Vegetarian Bible, 1st Edition* (Bloomsbury Publishing, 2002) ISBN 0747557160

Other publications

Food hygiene: A guide for businesses 2006 (The Food Standards Agency)

Journals

Caterer and Hotelkeeper (Reed Business Information)

Waitrose Food Illustrated (available in the supermarket outlets)

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Information on recipes and nutrition
www.donaldrussell.com	Information provided by a commercial meat supplier
www.eatwell.gov.uk/healthydiet	The Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency
www.people1st.co.uk	People 1st — Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 8: Preparation, Cooking and Finishing of Vegetable Dishes

QCF Level: 3

QCF unit code: K/600/1818

Credit value: 3

Unit aim

This unit is about providing the understanding for creating complex vegetable dishes using different preparation and cooking methods. This unit also provides the understanding for finishing complex vegetable dishes correctly in readiness for service.

Unit introduction

The unit develops learners' understanding of the principles of preparation, cooking and finishing of vegetable dishes, whether served as starters or as part of the main meal, as well as the correct use of utensils and equipment. Learners will also understand the need to adopt safe working practices in undertaking the preparation and cooking of vegetable dishes as well as recognising the impact of the Food Hygiene Regulations.

One of the main trends reflected in changing eating patterns is the substantial increase in the range and variety of vegetables that are available for consumers to buy and eat. Vegetables that were only once available for a short period of time are often now accessible all year round. Learners should be able to recognise the main quality points for a range of vegetables, including the more unusual and imported. Learners need to know the essential quality points that need to be applied to purchasing, storage, preparation, cooking and serving of vegetables. In addition to fresh produce, vegetables may be purchased in preserved forms such as frozen, bottled and canned. Learners should compare preserved vegetable produce with fresh for taste, texture, colour, appearance and overall quality, as well as understanding how to use both fresh and preserved products effectively. Learners will also recognise the different methods of cooking that can be applied to complex vegetable dishes.

In accordance with government guidance and contemporary practice, learners should be introduced to the principles of healthy eating and the benefits thereof. Consumers are being encouraged to eat an increased quality of vegetables in their diets and this should be reflected in the range and style of vegetables that are made available by the hospitality industry.

Learners should understand how they can adapt existing recipes, developing their own dishes to incorporate these principles as well as demonstrating creativity and flair. The finishing and presenting of foods/dishes is an important skill and learners should understand how to undertake this activity to enhance appeal.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to cook complex vegetable dishes	1.1 Explain the selection process used in order to ensure vegetables meet the dish requirements
	1.2 Describe the characteristics of different types of complex vegetable dishes
	1.3 Describe the corrective action to be taken if there are problems with the quality of vegetables or other ingredients
	1.4 Describe the tools and equipment used for different vegetable cooking methods
	1.5 Identify correct cooking methods for different complex vegetable dishes
	1.6 State the importance of using the correct temperatures for cooking different types of vegetable
	1.7 State the methods used to maximise and retain nutritional content of complex vegetable dishes during cooking
	1.8 State healthy eating considerations when cooking vegetables
	1.9 Explain how to combine vegetables with other ingredients to create a complex and balanced dish

Learning outcomes	Assessment criteria
2 Know how to finish complex vegetable dishes	2.1 Describe the correct finishing methods for a range of complex vegetable dishes
	2.2 State the importance of correctly finishing dishes for service
	2.3 Describe how to minimise and correct common faults in complex vegetable dishes
	2.4 Describe what should be done to adjust the colour, consistency and flavour of different vegetable dishes
	2.5 Identify the correct temperature for holding and serving complex vegetable dishes
	2.6 State the correct storage methods for complex vegetable dishes

Unit content

1 Understand how to cook complex vegetable dishes

Selecting vegetables for dish requirements: quality issues for flavour, tenderness, colour, shape and size for presentation; buying vegetables on a regular basis to reduce storage times and therefore preserve/maximise the nutritional content; rejecting vegetables (wilted, drying out, insect and pest damaged, blemished, poor smell, signs of rotting); menu requirements; final presentation of dishes; cost considerations

Characteristics of complex vegetable dishes: more than one ingredient incorporated (vegetable terrines, ratatouille, roast mixed winter vegetables, stuffed vegetables)

Corrective actions for problems with quality: report to manager; return goods to supplier; quality issues caused by the business: take corrective action to put right; no safety issues (adjust sauce consistency/flavour); safety issues (dispose of product safely)

Tools and equipment: selecting and using appropriate tools and equipment; knives; chopping boards; mincer; mechanical chopper; mechanical slicer; grater; pots and pans (blanching, boiling, sauté); baking tins and trays (baking, roasting); dishes (casserole); deep fat fryer; shallow frying pans; wok (stir-frying); protective gloves; maintaining tools and utensils in good hygienic and working order

Methods of cookery: blanching; barbequing; baking; braising; boiling; casserole; deep frying; en-papillote; grill; stir-frying; roasting; sauté

Temperatures for cooking vegetables: 63°C and above (varies according to dish being cooked but sufficiently hot enough to kill surface bacteria and any parasitical insects)

Techniques for maintaining nutritional content: prepare near to time of cooking; cook near to time of eating; avoid soaking vegetables; keep out of direct sunlight; steam, microwave, stir-fry

Healthy eating considerations: cooking with oils not hard fats, choosing healthy cooking methods (grilling, steaming, boiling, en-papillote); use little or no salt; no alcohol in recipes; do not brush cooked vegetables with melted butter

Dish development and combining different vegetables with other ingredients: use of liquids, oils, sauces, juices, herbs and spices, cream, yoghurts, crème fraiche, cheese, nuts

2 **Know how to finish complex vegetable dishes**

Finishing dishes: meeting recipe requirements; build dishes for plate appeal (draining off excess cooking liquids); amending sauce consistency; add appropriate garnishes; serve at correct temperature; correct portioning; correct seasoning; presenting on suitable plate; meet customer preferences; ensuring any accompaniments are available and served at the same time

Importance of finishing dishes for service: customer satisfaction; organisation reputation

Minimising and correcting common faults: checking for quality before dishes leave the hotplate, following recipe/instructions/specifications for finish, presentation and service requirements, attention to detail, work in a clean well-ordered manner, attention to hygiene and cleanliness; ensure dishes match menu description

Action for adjusting finish of dishes: meeting organisational requirements/ specifications; appearance; correct temperature (cold food below 8˚C and hot food above 63˚C); building dishes for plate appeal (draining of excess cooking liquids); reduction of cooking liquors (consistency, flavour); adjusting sauce consistency; placing items under a grill to finish for colour and texture; adding garnishes; use correct seasoning; meet customer preferences

Temperatures for holding and serving: holding (63˚C or above); holding chilled food (8˚C or below); monitoring for compliance

Correct storage methods: store at 5˚C or below; tightly and carefully wrapped in moisture or vapour-proof containers; compliance with legislation (Food Hygiene Regulations)

Essential guidance for tutors

Delivery

Although this unit supports the theoretical aspects associated with the preparation and cooking of vegetables, much of the content could be delivered in a practical situation with demonstrations to highlight and re-enforce the technical aspects of the content.

Whole class teaching sessions can best achieve much of the content of the unit learning aims, with learners contributing from their own experiences. Self-directed study in libraries, learning resources centres, and where appropriate, the work place, can also support learner development.

Learning outcome 1: Learners need to recognise the range of vegetables that can be used in their dish preparation. Further, they need to know the main points that experienced chefs use to determine quality of vegetables for use in hospitality businesses, as well as the different tools used in their safe preparation.

It is essential that learners understand safe working practices to reduce the risk of accidents to themselves and others, including the application of current Food Hygiene Regulations.

Learners also need to understand the importance of using correct temperatures for cooking different types of vegetables as well as techniques for assessing whether cooked correctly.

In addition, learners need to recognise the different methods of cooking vegetables and be able to correctly match a range of vegetables to appropriate methods of cookery. They will also need to know how to maximise flavour, texture, colour and nutritional content of vegetable dishes, as well as describing their characteristics.

Further, learners need to be able to describe what action to take if there are problems with the quality of vegetables or other ingredients. Vegetables are an important food in a healthy diet providing valuable sources of vitamins, minerals and fibre. Learners will need to understand how vegetables and vegetable dishes contribute to a balanced diet.

Learners need also to explain how to combine vegetables with other ingredients to create complex dishes that enhance the meal experience.

Learning outcome 2: The correct finishing of vegetable dishes is a skill where chefs can demonstrate their creativity and flair. Learners need to understand the principles of finishing dishes and be able to explain how to minimise and correct common faults in complex vegetable dishes preparation, as well as the action to take in adjusting the colour, consistency and flavour of different vegetable dishes. Further, learners need to understand the correct temperature for holding and serving complex vegetable dishes, as well as the correct principles for storage of vegetable products and dishes.

Learners also need to appreciate that customers often 'eat with their eyes' and that food presentation can be substantially enhanced by the choice of the dishes, crockery and containers in which it is served. Tutors should make sure that learners have access to a range of suitable crockery and other service ware to show what can be achieved in terms of dish presentation. Catering and crockery suppliers can be a good source of samples and their catalogues make excellent learning aids for this aspect of the unit content.

Learners need to comply fully with current Food Hygiene Regulations throughout the unit.

Assessment

All of the content in the specification is mandatory. Therefore, tutors should ensure that learners have covered all of the content before attempting to sit the test. Please refer to the information on assessment in the *Assessment and grading* section.

Essential resources

Learners will need access to professionally equipped industrial kitchens and support areas for successful completion of this unit. Appropriate large and small commercial equipment should be provided that is up to date and in good working order. Centres should provide a wide and varied range of food commodities to support the content of the unit.

College or training centre libraries should have available a selection of catering and cookery books of a contemporary nature, addressing a wide range of food styles, recipes and presentation techniques.

Learners will also require access to the internet.

Employer engagement and vocational contexts

It is important that learners are given as many opportunities as possible to see a broad range of catering commodities and food ingredients. This can be achieved by visits to specialist suppliers and markets such as Covent Garden and specialist supermarkets, as well as visits to industrial/professional catering operations.

Indicative resource materials

Books

Campbell J, Foskett D, Ceserani V — *Advanced Practical Cookery: A Textbook for Education and Industry, 4th Edition* (Hodder Education, 2006) ISBN 13-9780340912355

Davidson A — *The Oxford Companion to Food, 2nd Edition* (Oxford University Press, 2006) ISBN 9780192806819

Foskett D and Ceserani V — *The Theory of Catering, 11th Edition* (Hodder Education, 2007) ISBN 9780340939260

Rhodes G — *Gary Rhodes' Cookery Year — Autumn into Winter, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534214

Rhodes G — *Gary Rhodes' Cookery Year — Spring into Summer, 1st Edition* (BBC Worldwide Limited, 2002) ISBN 0563534206

Tyrer P — *Leith's Vegetarian Bible, 1st Edition* (Bloomsbury Publishing, 2002) ISBN 0747557160

Other publications

Food hygiene: A guide for businesses 2006 (The Food Standards Agency)

Journals

Caterer and Hotelkeeper (Reed Business Information)

Waitrose Food Illustrated (available in the supermarket outlets)

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	The Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publications@linneydirect.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)

- Functional Skills publications — specifications, tutor support materials and question papers

- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008

- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

People 1st
2nd Floor
Armstrong House
38 Market Square
Uxbridge UB8 1LH

Telephone: 01895 817000
Website: www.people1st.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building Functional Skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active — ideas are developed and applied

- is designed to be supportive and thought provoking

- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A – Sector qualification frameworks

The Edexcel qualification framework for the hospitality industry

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7				Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Higher National Diploma in Hospitality Management		
4			Higher National Certificate in Hospitality Management		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3		Principal Learning in Hospitality	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality	Certificate in Food and Beverage Service	NVQ Diploma in Professional Cookery (QCF)
				Certificate in Front Office Operations	NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)
				Certificate in Hospitality Customer Relations	
				Certificate in Hospitality Small Business Operations	NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF)
				Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	NVQ Diploma in Hospitality Supervision and Leadership Skills (QCF)
				Award in Hospitality Supervision and Leadership (QCF)	
				Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)	

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2		Principal Learning in Hospitality	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality	Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism Award in Hospitality and Catering Principles (Hospitality Services) (QCF) Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) Award in Hospitality and Catering Principles (Front of House Reception) (QCF) Award in Hospitality and Catering Principles (Housekeeping) (QCF) Certificate in Hospitality and Catering Principles (Food Production and Cooking) (QCF) Award in Hospitality and Catering Principles (Food and Beverage Service) (QCF)	NVQ Diploma in Food and Beverage Service (QCF) NVQ Diploma in Beverage Service (QCF) NVQ Diploma in Food Production and Cooking (QCF) NVQ Diploma in Front of House Reception (QCF) NVQ Diploma in Housekeeping (QCF) NVQ Diploma in Hospitality Services (QCF) NVQ Diploma in Kitchen Services (QCF) NVQ Diploma in Professional Cookery (QCF) NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2 *cont.*					NVQ Diploma in Professional Cookery (Bangladeshi Cuisine) (QCF) NVQ Diploma in Professional Cookery (Chinese Cuisine) (QCF) NVQ Diploma in Professional Cookery (Indian Cuisine) (QCF) NVQ Diploma in Professional Cookery (Thai Cuisine) (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
1		Principal Learning in Hospitality	BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF)		NVQ Certificate in Hospitality Services (QCF)
			BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF)		NVQ Certificate in Food Preparation and Cooking (QCF)
			BTEC Level 1 Award in General Front Office Operations (QCF)		NVQ Certificate in Food and Beverage Service (QCF)
			BTEC Level 1 Award in General Housekeeping Operations (QCF)		NVQ Certificate in Accommodation Services (QCF)
			BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF)		
			BTEC Level 1 Certificate in General Food and Beverage Service (QCF)		
			BTEC Level 1 Certificate in General Cookery (QCF)		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
Entry				BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF) BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)	

Annexe B — Wider curriculum mapping

Wider curriculum mapping

Study of the Edexcel BTEC Level 3 (QCF) qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship issues

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C — Mapping with NVQs

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) against the underpinning knowledge of the Level 3 NVQ in Hospitality and Catering SSC National Occupational Standards.

KEY

\# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8
Level 3 NVQ in Professional Cookery								
HS02	✔							
HS04		✔						
3FPC1			✔					
3FPC11				✔				
3FP1					✔			
3FC1					✔			
3FP3						✔		
3FC3						✔		
3FP4							✔	
3FC4							✔	
3FC6								✔

Annexe D — Functional Skills

Mapping to Level 2 Functional Skills

Skill	Unit number							
ICT — Use ICT systems	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs		✓						
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used		✓						
Manage information storage to enable efficient retrieval	✓	✓						
Follow and understand the need for safety and security practices	✓	✓						
Troubleshoot								
ICT — Find and select information								
Select and use a variety of sources of information independently for a complex task	✓	✓						
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	✓	✓						
ICT — Develop, present and communicate information								
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	✓	✓	✓	✓	✓	✓	✓	✓
Bring together information to suit content and purpose	✓	✓	✓	✓	✓	✓	✓	✓
Present information in ways that are fit for purpose and audience	✓	✓	✓	✓	✓	✓	✓	✓
Evaluate the selection and use of ICT tools and facilities used to present information	✓	✓	✓	✓	✓	✓	✓	✓

Skill	Unit number							
ICT — Develop, present and communicate information	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics								
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations								
Identify the situation or problem and the mathematical methods needed to tackle it								
Select and apply a range of skills to find solutions					✓	✓	✓	✓
Use appropriate checking procedures and evaluate their effectiveness at each stage					✓	✓	✓	✓
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations								
Draw conclusions and provide mathematical justifications								
English								
Speaking and listening — make a range of contributions to discussions and make effective presentations in a wide range of contexts	✓	✓	✓	✓	✓	✓	✓	✓
Reading — compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	✓	✓	✓	✓	✓	✓	✓	✓
Writing — write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	✓	✓	✓	✓	✓	✓	✓	✓

Annexe E — BTEC onscreen testing procedures

The Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) is externally assessed via onscreen tests. The overall grading is a pass, based upon the successful completion of the relevant units and the relevant onscreen tests.

It is the responsibility of the centre to prepare learners to take the test. The purpose of assessment is to ensure that effective learning of the content of each unit has taken place. All of the content in these specifications is mandatory, therefore tutors should ensure that learners have covered all of the content before attempting to sit the test.

Further details regarding the onscreen tests will be given in the Centre Guidance for Onscreen Tests document for these qualifications. This document will be published on the Edexcel website prior to the onscreen tests being made available to centres.

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101