

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

Specification

BTEC Specialist qualification

For first teaching April 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

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

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	17-152
Guided learning definition updated	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification titles covered by this specification

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

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)	600/0872/6
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This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being part of the Hospitality Apprenticeships.

Welcome to the Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)

Focusing on the Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)

In this qualification learners will develop the underpinning skills, knowledge and understanding required to work in the hospitality industry. This qualification is recognised as a component of the Apprenticeship Framework.

The Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) provides opportunities for learners to progress into employment as hospitality staff, or onto Specialist qualifications such as the Pearson BTEC Level 3 in Hospitality Supervision and Leadership Principles.

Straightforward to implement, teach and assess

Implementing BTECs could not be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs – **in this case the SSC People 1st.**

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 3 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 3 Certificate

The Pearson BTEC Level 3 Certificate extends the work-related focus from the Pearson BTEC Level 2 Certificate and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 3 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 3 Certificate 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 Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)

The Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, Level 3 vocationally-related qualification
- progress to employment in the hospitality industry
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 3 Specialist qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 3 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

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

The Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) relates to the People 1st Hospitality National Occupational Standards (NOS).

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for Pearson BTEC Level 3 qualifications

When combining units for the Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

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

- 1 Qualification credit value: a minimum of 26 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 25 credits.
- 3 All credits must be achieved from the units listed in this specification.

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

The Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) is a 26-credit and 186 guided learning hour (GLH) qualification that consists of three mandatory units **plus** optional units that provide for a combined total of 26 credits (where at least 25 credits must be at Level 3 or above).

The Total Qualification Time (TQT) for this qualification is 260.

Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)			
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
9	Food Safety in Catering	1	2
Unit	Optional units		
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
10	Principles of Preparing, Cooking and Finishing Complex Soups	2	3
11	Principles of Preparing, Cooking and Finishing Fresh Pasta Dishes	2	3
12	Principles of Preparing, Cooking and Finishing Complex Cakes, Sponges, Biscuits and Scones	2	3
13	Principles of Preparing, Cooking and Presenting Complex Cold Products	2	3
14	Principles of Preparing, Cooking and Finishing Complex Hot Desserts	2	3
15	Principles of Preparing, Cooking and Finishing Complex Cold Desserts	2	3
16	The Principles of Food Safety Supervision for Catering	3	3

Assessment

For current information concerning the units mode of assessment please see separate document on the qualifications webpage ([https://qualifications.pearson.com/content/dam/pdf/BTEC-Specialist-Qualifications/Hospitality-and-Catering-Principles-\(Kitchen-Services\)/2010/Teaching-materials/Assessment-details-for-Level-2-units.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Specialist-Qualifications/Hospitality-and-Catering-Principles-(Kitchen-Services)/2010/Teaching-materials/Assessment-details-for-Level-2-units.pdf)) entitled *Assessment details for Level 2 units*.

The units are criterion referenced, based on the achievement of all the specified learning outcomes.

Each of the units within the qualification has specified assessment criteria. The overall grading in this qualification is a pass, based upon the successful completion of the external assessment(s) or a portfolio of evidence or a combination of both.

External assessment using onscreen multiple choice tests assesses all of the learning outcomes in the individual units and meets the standard determined by the specified assessment criteria in the units.

All of the content in each unit that is being assessed by onscreen multiple choice tests is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website (qualifications.pearson.com).

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All assessments created by centres for the development of portfolio evidence should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of forms, which may include performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues

- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

In Pearson BTEC Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 3 Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purpose of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 3 Specialist qualifications must be committed to ensuring the quality of the units and qualifications they deliver.

The Pearson quality assurance processes for this qualification will depend on the method of assessment chosen by the centre.

Centre quality assurance and assessment is monitored and guaranteed by Pearson through the quality review process.

For centres choosing to assess the qualification purely by onscreen multiple choice tests the Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC Level 3 qualifications and units.

For centres choosing to assess the qualification by a portfolio of evidence or a combination of a portfolio and onscreen multiple choice tests the Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC Level 3 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of centre verification practice

- Quality Review and Development by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

For centres delivering this qualification as part of an Apprenticeship the Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Pearson BTEC Level 3 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 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 learners' 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
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- 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

Pearson BTEC Level 3 Specialist 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. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes. 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 Pearson.

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 Pearson BTEC Level 3 Specialist qualifications, the mode of delivery and assessment. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of 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 learners' experience.

All of the content in each externally assessed unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Access and recruitment

Pearson'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 the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson'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 Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) is accredited 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

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 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 Pearson Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: 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.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home or 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

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

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.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

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.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

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 to 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.
- *Outline learning plans* – these have been produced for newly approved units 10 to 16 to support centres. Outline learning plans are for guidance only and are not mandatory.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *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 Pearson 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	17
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Unit 16: The Principles of Food Safety Supervision for Catering	145

Unit 1: Development of Working Relationships in Hospitality

Unit reference number: F/600/1808

Level: 3

Credit value: 4

Guided learning hours: 30

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. This is particularly true in the hospitality industry where the success or failure of a 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 learner knowledge and understanding of the importance of effective working relationships in the hospitality industry and how this links to opportunities to improve the working environment and ensure customers have a positive experience. It is essential that kitchen staff understand that their relationship with customers is important even though direct contact may be limited.

In this unit learners will develop an understanding of the importance of effective communication in working relationships and of the need to value diversity in the workplace, and the legislation that underpins this. Learners will explore why good working relationships are an essential part of successful teamwork and how feedback from colleagues 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 look at how to respond to disagreements and conflict in a range of different situations with colleagues, managers and customers. The importance of sharing work-related information with managers, customers and colleagues, and the reasons for this, is emphasised.

Learners will have opportunities to develop an understanding of customer service skills, of dealing with different types of customer and adapting behaviour to meet different customer 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

Learning outcomes	Assessment criteria
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
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: reducing misunderstandings (conflict and misinterpretation of information); maintaining workplace standards; contributing to effective teamwork; maintaining 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); appropriate to audience (colleague, manager, customer)

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 1975; Race Relations Act 1976; Human Rights Act 1998; Equality Act 2010; Health and Safety at Work Act 1974; employment law; responsibilities (business 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 (widening employment opportunities, developing business opportunities, reputation as a employer, building effective teams, meeting legal requirements)

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

Needs of customer: customers (internal, external, expected, not expected); special needs (disabilities, allergies, food intolerances, religious beliefs, time constraints); importance (maintaining business standards, maintaining health and safety, reducing complaints, accidents and incidents, increasing 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, reducing 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 business' objectives); importance (maintaining standards, improving morale, identifying areas for improvement, identifying individual training and development needs)

Importance of discussing issues with colleagues: 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, developing individual responsibility, sense of belonging, shared responsibility)

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

Respect for individuals: value diversity; value individual contributions; 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 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, improving work quality, improving business reputation, maintaining 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, childcare); 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: business policies; communication method (written, spoken, formal, informal); importance (avoiding litigation, quicker resolution to problems, improving job satisfaction, improving individual and team trust in business, improving management performance, more productive working environment, reducing 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 help, exceeding customer expectations, product knowledge); written communication (accurate, legible writing, correct conventions)

Customers: external (existing, regular, new, individuals, groups); specific needs (non-English speaking, special diets, food allergies, food intolerances, physical impairment); internal (colleagues, supervisors, managers); 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); remaining calm; remaining 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); forthcoming events, promotions

Customer needs and expectations: problems with food items and availability; food safety issues (cooking times, holding times); timescales; how to explain (giving reasons for inability to meet needs, negotiating alternative, offering substitute; keeping customer informed, apologise)

Exceeding customer expectations: value (competitive advantage, repeat business, free publicity, increasing profitability, improving reputation)

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

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

Aggressive and abusive customers: procedures (following business policy, remaining calm, calling for assistance, having an exit route); importance (legal requirement, reducing risk of injury to staff and customers, duty of care)

Essential guidance for tutors

Delivery

Learners should develop 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. Learners should consider, using their experiences, the consequences of using the wrong method of communication and discuss how correct communication, in terms of clarity of message, makes a difference to workplace relationships.

An essential part of understanding how to develop working relationships is recognising individual differences and needs. This could be delivered using visiting speakers with knowledge of current equality and diversity legislation and practice, for example human resource managers. It is important that the benefits a diverse workforce can bring to the success of teams in a hospitality business are emphasised, for example knowledge of the dietary requirements of particular ethnic groups. Understanding could be developed further by visiting different types of hospitality businesses. Access to a range of case study exercises relating to workplace diversity and the special needs of colleagues and customers would also broaden learner knowledge and understanding.

Tutors should ensure that learners know why effective teamwork is important to a business and how this can be achieved. A range of audiovisual materials could be used to illustrate the benefits of giving positive feedback to colleagues, and the importance of discussing issues openly and constructively. Learner experiences 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 individual contribution 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. 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 an understanding of this.

Learners 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 discuss this with their managers to gain an understanding of what a 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 consider the merits of each. It would be useful to link this to the teambuilding exercise.

Finally, learners need to understand the importance of their relationship with customers. They 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 service procedures and practices in their own workplace and in food businesses 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. Learners may need tutor guidance to understand the concept of exceeding customer expectations and investigating how different businesses try to achieve this would be helpful. Learners may need an input on why businesses limit employee authority to solve customer problems and what happens if a member of staff exceeds their authority. Role play and video recording are useful ways of demonstrating the skills and knowledge required to handle customer complaints and deal with difficult customers in a range of different situations.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

For this unit learners need access to a suitable hospitality teaching environment.

A selection of contemporary hospitality books and journals, together with copies of media reports, accessible via electronic links to relevant websites and case studies would also be useful learning materials. Industry links will be the most useful resource for this unit.

Indicative resource materials

Textbooks

Belbin M R – *Team Roles at Work, 2nd Edition* (Butterworth-Heinemann, 2010) ISBN 9781856178006

Cousins J, Foskett D and Gillespie C – *Food and Beverage Management, 2nd Edition* (Longman, 2002) ISBN 9780582452718

Cousins J, Lillicrap D and Weekes S – *Food and Beverage Service, 8th Edition* (Hodder Education, 2010) ISBN 9781444112504

Hunter G, Tinton T and Mannall C – *Hospitality Supervision S/NVQ Level 3* (CENGAGE Learning, 2009) ISBN 9781408009253

Journal

Caterer and Hotelkeeper – Reed Business Information

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

Unit reference number: A/600/1810

Level: 3

Credit value: 4

Guided learning hours: 35

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 UK hospitality industry is continuing to grow. It is important that health, safety and security are managed effectively within this expanding work 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 and security within their working environment. This includes identifying the relevant enforcement officers, laws and regulations and understanding how to manage risks and follow correct procedures in the workplace.

Learners will develop an understanding of the information and procedures needed to maintain health, safety, security and hygiene within their working environment, to ensure that they and their colleagues remain safe and secure. 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 2.5 State the importance of having procedures for making recommendations about health, hygiene, safety and security 2.6 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 1974; Control of Substances Hazardous to Health (COSHH) Regulations 2002; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995; Workplace (Health, Safety and Welfare) Regulations 1992; Fire Precautions Act 1971; Regulatory Reform (Fire Safety) Order 2005; Management of Health and Safety Regulations 1999; Manual Handling Operations Regulations 1992; Personal Protective Equipment (PPE) Regulations 2002; Health and Safety (First Aid) Regulations 1981

Legislation relating to hygiene: Food Safety Act 1990; 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 (maintaining standards, complying 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 business standards, new legislation and codes of practice, training needs; procedures (formal, informal, business, legal); importance (maintain standards, compliance with legalisation, good working practices, due diligence)

Communication with colleagues: colleagues (working at the same level, working at a different level); communication (spoken, face to face, written, 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 business reporting procedures, use of signage, use of PPE, PAT testing); need (eliminate, minimise and manage risks, reduce accidents and incidents, training, meet legal requirements, business procedures, show due diligence); reporting procedure (spoken, in writing, legal requirement)

Contingency plans: definition – organised and coordinated set of steps to be taken in the event of an emergency or disaster (fire, flooding, gales, injury, robbery, etc); importance (prevent further accidents and incidents, identify hazards, control measures, business continuity, 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 business 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: in relation to 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

Maintaining health, safety, hygiene and security plays a crucial part in the success of a hospitality operation. Learners will need to be made aware at the outset of the importance of health, safety, hygiene and security to an operation and their role in maintaining this.

Guest speakers from various businesses within the hospitality industry would be helpful in setting a vocational context. Environmental health officers (EHOs) and Trading Standards officers could explain their remit and how relevant legislation impacts on the hospitality industry. Other speakers could include fire officers, event organisers, security officers, EHO and police officers. When looking at different hospitality businesses, learners could be guided to websites, case studies and media reports.

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

Visits to industry would enable learners to see examples of correct procedures being applied within the working environment. This would help learners to develop first hand an awareness of the requirements for maintaining health, safety and security, the types of information required and the correct procedures to follow. This will also enable learners to gather the relevant information 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 existing knowledge and use their experience within the workplace to understand the requirements of risk management. They could carry out a risk assessment and recommend ways of improving/ensuring health, safety and security. Resources such as DVDs/CD ROMs will also help learners in their investigations.

It is important that learners recognise how legislation and procedures affect the hospitality workplace, as well as understanding their own responsibilities to reduce workplace risk.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

For this unit learners need access to a suitable hospitality teaching environment.

A selection of contemporary hospitality books and journals, together with copies of media reports, accessible via electronic links to relevant websites and case studies would also be useful learning materials. Industry links will be the most useful resource for this unit.

Indicative resource materials

Textbooks

HSE – *Essentials of Health and Safety at Work* (Health and Safety Executive, 2006)
ISBN 9780717661794

Leeson V and Bryant D – *Health and Safety First Principles, 2nd Edition*
(Chadwick House Group, 2006) ISBN 9781904306481

Sprenger C – *A Question of Health and Safety (Level 2)* (Highfield, 2008)
ISBN 9781906404314

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

www.croner.co.uk

www.hse.gov.uk

Unit 3: Preparation, Cooking and Finishing of Hot Sauces

Unit reference number: F/600/1811

Level: 3

Credit value: 3

Guided learning hours: 26

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

In this unit learners will develop a knowledge and understanding of the principles of preparing, cooking and finishing complex hot sauces in the kitchen, as well as identify the tools, equipment and utensils associated with hot sauce cookery.

Good sauce cookery requires skill and imagination as sauces are used in the contemporary kitchen to compliment, enhance, complete and balance dishes. Sauces may be regarded as a vehicle for capturing the basic flavour of the food they are to enhance, they may act as a foil, or may complement food. Sauces are often central to dish construction and may require more time and effort than the actual main food items. A good foundation, from correctly made stocks, broths and glazes, adds depth of flavour and body to sauces and consequently to the finished dish.

Learners will look at the principles of hot sauce cookery, the different characteristics of sauces and how sauces are used in contemporary cookery. They will be introduced to a range of hot sauces, how they are made and finished and the ingredients needed to make them. Learners will consider some of the culinary techniques needed to complete advanced products and the characteristics and qualities expected of the finished product.

In accordance with government guidance and contemporary practice, learners should explore the principles of healthy eating and the associated benefits, including how to adapt basic and classical recipes to incorporate some of these principles.

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

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

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

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

1 Know how to prepare hot sauces

Hot sauces: compound butter sauces; other roux-based sauces; emulsified sauces (beurre blanc, hollandaise); cream thickening sauces; white/brown sauce derivatives

Preparation and cooking methods for hot sauces: weighing and measuring; chopping; simmering; boiling; reducing; 'make roux'; passing/straining/blending; skimming; whisking

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

Characteristics of different types of hot sauces: adding flavour, moisture, and visual appeal to another dish; based on milk, thickened with a white roux; based on brown stock, thickened with a brown roux; based on a white stock, thickened with a blonde roux; based on veloute sauce, thickened with egg yolks and heavy cream

Corrective action for problems with sauces: ensuring ingredients are suitable (right quantity, quality); weighing and checking quality of delivered ingredients in front of the delivery person; returns to suppliers; substituting ingredients; correct disposal of unusable ingredients; adjusting temperatures; adjusting ingredient proportion/quantities; seeking advice from appropriate person/s

Storing prepared hot sauces: preparing sauces for storage; hot sauces (above 63°C), cooled (below 5°C); selecting sauces for re-use; packaging sauces (containers, storage bags, storage trays); storage methods (chiller, refrigerator, freezer); appropriate labelling; traceability; record keeping and documentation; compliance with food hygiene regulations

2 Know how to cook hot sauces

Tools and equipment: knives; spoons; spatulas; greaseproof paper; saucepans; colour coded chopping boards; whisks; strainers (chinois); sieves; food processors

Cooking methods for hot sauces: simmering; boiling; reducing; 'make roux'; passing/straining/blending; skimming; whisking

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 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

3 Understand how to finish hot sauces

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

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

Checking for quality: balance with final dish; checking 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 above 75°C; serving hot sauces above 63°C

Corrective action for quality: cooking at the correct temperature; hold at service in bain marie to prevent burning; adding split butter/egg emulsion sauces to new egg yolks/hot water to reform; covering sauces with lids or greaseproof paper cartouches to prevent skins forming; disposing of sauces that fail to meet quality requirements

Methods used to balance sauces: adding of additional liquid (cream, milk, stock, wine, brandy, Madeira, port); adding of additional seasoning (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 reinforce the technical aspects of the unit content.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners should be encouraged to collect sample menus to use as reference points. These can be particularly useful in dish interpretation, highlighting new trends, or promoting creativity, as well as illustrating the wide use of culinary terminology.

For learning outcome 1, learners need to know how compound and complex sauces are prepared and about the processes and techniques used. They should also know the differences in the range and characteristics and composition of hot sauces used in the kitchen today. Learners should identify some of the dishes the sauces would accompany or be served with.

Learning outcome 2, follows directly from learning outcome 1, building on the principles of preparation by introducing the methods used in hot sauce cookery. Learners should be taught about the tools and equipment used in sauce making. Examples might be the use of a strainer to add shine to an emulsified butter sauce, the correct skimming of a roux-based sauce to remove impurities, or the whisking of a sabayon sauce to increase bulk. These examples of culinary practice can be expanded on and demonstrated in the cooking aspects of the unit.

Trends in healthy eating and healthy lifestyles continue to grow causing new demands from customers who want to continue to eat well-known favourites but without the associated health risks. This, in some respects, could be achieved by adapting classical recipes and incorporating and substituting new ingredients. For example olive oil can be used instead of butter, yoghurt or fromage frais can be used instead of cream, salt content can be reduced substantially or not used at all and fat can be removed completely 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 may give learners opportunities to develop their own ideas, following some established culinary principles from the classical kitchen. Learners should compare the healthier option in terms of quality, consistency, texture, flavour and colour, as well as its suitability to match the dish it is to be served with.

For learning outcome 3, learners need to understand how to finish and hold hot sauces for service. This will include holding sauces for service in, for example, a bain-marie to prevent them 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 and reinforce the appropriate food hygiene requirements, including the correct temperatures for holding hot sauces.

The finishing of sauces is a skill which is developed over a period of time. Learners should have opportunities to sample a wide range of sauces, thus gaining a fuller understanding of how they complement cooked food items and enhance dishes.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and in working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

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

Tyrer P – *Leith's Vegetarian Bible* (Bloomsbury, 2008) ISBN 9780747597896

Other

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

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

Unit reference number: J/600/1812

Level: 3

Credit value: 3

Guided learning hours: 26

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

In this unit learners will develop a knowledge and understanding of the principles of preparing, cooking and finishing dressings and cold sauces in the kitchen, as well as identify the tools, equipment and utensils associated with dressing and cold sauce preparation and cookery. Good sauce preparation and cookery requires skill and imagination, as sauces are used in the contemporary kitchen to complement, enhance, complete and balance dishes. Chefs can use their imagination when developing dressings and cold sauces designing their own dishes or interpreting the 'classics'.

Learners will look at the principles of preparing dressings and cold sauces, the different characteristics of dressings and cold sauces and how they are used in contemporary cookery. They will be introduced to a range of dressings and cold sauces, how they are made and finished, and 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. Learners will understand the culinary techniques needed to complete advanced products and the characteristics and qualities expected of the finished product.

Much of the skill in preparing dressings is in the preparation of the ingredients used, for example steeping or infusing oils and vinegars with the flavours from fruits such as raspberries and blackcurrants or herbs, peppers and spices. Many good kitchens carry out this activity themselves, even growing and producing the fruits and herbs themselves. The flavours and end results are often individual and characteristic of the business.

In accordance with government guidance and contemporary practice, learners should explore the principles of healthy eating and the associated benefits, including how to adapt basic and classical recipes to incorporate some of these principles.

As well as understanding how dressings and cold sauces should be prepared, cooked and finished, learners will develop an understanding of how to 'hold' dressings and cold sauces safely for service in accordance with current legislation. Learners will need to understand and apply these legal requirements to their work, especially with items containing eggs that will not be cooked.

The 'finishing' of dressings and cold sauces is an important part of the cookery process and learners will explore how to finish a range of dressings and cold sauces using a variety of techniques and apply these sauces to the dishes 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 gives learners information on how to store dressings and cold sauces safely for future use. Learners will recognise how to identify and dispose of items which are no longer safe to use, or fit to be served to customers.

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

Dressings and cold sauces: tartare sauce; Cumberland sauce; English sauces (horseradish); emulsified egg-based sauces; oil-based dressing; fruit/pulse/vegetable thickening sauces; cream thickening sauces; sour cream/yoghurt-based; coulis

Preparation and cooking methods for dressings and cold sauces: weighing and measuring; boiling; simmering; reducing; chopping; whisking; blanching; sieving/stirring; liquidising/blending; emulsifying; processing

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

Characteristics of different types of dressings and cold sauces: adding flavour, moisture, and visual appeal to another dish; vinaigrettes (mixture (emulsion) of salad oil and vinegar, often flavoured with herbs, spices, salt, pepper, sugar, other ingredients); creamy dressings (mayonnaise-based, often containing yogurt, sour cream, buttermilk, milk, crème fraîche); cooked dressings (usually thickened by adding egg yolks)

Corrective action for quality problems: ensuring ingredients are suitable (right quantity, quality); weighing and checking quality of delivered ingredients in front of the delivery person; returns to suppliers; substituting ingredients; correct disposal of unusable ingredients; seeking advice from appropriate person/s

Storing dressings and cold sauces: preparing dressings and cold sauces for storage; selecting dressings and cold sauces for re-use; packaging 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: knives; spoons; spatulas; greaseproof paper; saucepans; colour coded chopping boards; whisks; strainers (chinois); sieves; food processors

Cooking methods for dressings and cold sauces: boiling; simmering; reducing; chopping; whisking; blanching; sieving/stirring; liquidising/blending; emulsifying; processing

Temperature for cooking dressings and cold sauces: above 63°C; ensuring food safety

Healthy eating considerations: 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**

Finishing methods for dressings and cold sauces: meeting business requirements/specifications; customer preferences; presentation; adjusting seasoning, flavour, colour, consistency; enriching; creaming; adding egg yolk; liaison; adding butter; garnishing; creating derivatives; seasoning; adding condiments; adding thickening agents; pureeing; reducing

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

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

Temperature for holding and serving dressings and cold sauces: below 8°C; ensuring food safety

Adjusting flavours for dressings and cold sauces: adding additional seasoning; adding additional liquids (milk, cream, vinegar, 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 reinforce the technical aspects of the unit content.

This unit should focus on giving learners a suitable background knowledge of dressings and cold sauces that they can apply to their own kitchen practice.

Learners' self-directed studies in libraries, learning resource centres and, where appropriate, the workplace, can support learning.

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

For learning outcome 1, learners need to know how compound and complex sauces are prepared and about the processes and techniques used. They should also know the characteristics and composition of dressings and cold sauces used in food preparation today. Learners should identify some of the dishes the sauces would accompany or be served with.

Learners need to be taught about 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 follows directly from learning outcome 1, building on the principles of preparation by introducing the methods used in dressings and cold sauce cookery. Learners should be taught about the tools and equipment used in sauce making. Examples might be the use of a strainer to 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 in the cooking aspects of the unit.

Trends in healthy eating and healthy lifestyles continue to grow causing new demands from customers who want to continue eating well-known favourites but without the associated health risks. This, in some respects could, be achieved by adapting classical recipes and incorporating and substituting new ingredients. 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 may give learners opportunities to develop their own ideas, following some established culinary principles from the classical kitchen. Learners should compare the healthier option in terms of quality, consistency, texture, flavour and colour, as well as its suitability to match the dish it is to be served with.

For learning outcome 3, learners need to know how to finish and hold dressings and cold sauces for service. Tutors will need to refer to and reinforce food hygiene requirements, including the correct temperatures for holding dressings and cold sauces.

The finishing of dressings and cold sauces is a skill which is developed over a period of time. Learners should have 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

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and in working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

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

Davidson A – *The Oxford Companion to Food, 2nd Edition*
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Tyrer P – *Leith's Vegetarian Bible* (Bloomsbury, 2008) ISBN 9780747597896

Other

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

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

Unit reference number: L/600/1813

Level: 3

Credit value: 3

Guided learning hours: 26

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

In this unit learners will develop a knowledge and understanding of how to prepare, cook and finish complex fish dishes.

They will develop an understanding of the principles of fish preparation, of cooking and finishing of dishes, as well as of the correct and safe use of tools, utensils and equipment. Contemporary cookery and customer demand has created a need for chefs to access a wide range of fish products, sourced both locally and worldwide. Learners will be introduced to this wide range of fish products and understand the changes to and trends in preparing and cooking a variety of fish dishes.

Learners will explore the need to adopt safe working practices when preparing and cooking fish dishes, recognising the impact of the food hygiene regulations.

Learners will recognise a range of fish available for use in the hospitality industry, as well as determine the essential quality points that need to be applied to the purchasing and storage of fish. They will also look at the main methods of cooking fish, including the correct cooking temperatures to maintain quality and food safety.

In accordance with government guidance and contemporary practice, learners should explore the principles of healthy eating and the associated benefits. Learners should understand how they can adapt existing recipes or develop their own dishes to incorporate these principles, as well as demonstrate 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, in compliance with current legislation, when dealing with fish products.

Finishing and presenting fish dishes is an important skill and learners will explore how to undertake this activity to enhance dish appeal. Learners will also be taught about 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

Complex fish dishes: fish en croûte; dressed salmon; salmon roulade; salmon mousse; mousseline; bouillabaisse

Quality points of fish: frozen (hard with no signs of thawing, packaged correctly with no signs of damage, no signs of freezer burn (dull white patches)); fresh (clear bright eyes which are not sunken, bright red gills, scales intact, skin is moist and slightly slippery, skin is shiny with bright natural colouring, stiff tail, firm flesh, fish has sea fresh smell (no smell of ammonia))

Selecting fish to meet dish requirements: ensuring fish is suitable (right quantity, quality, cut, trim); weighing and checking quality of delivered fish in front of the delivery person; returns to suppliers; correct disposal of unusable fish; menu requirements; seeking advice from appropriate person/s

Controlling portions to minimise waste: buying pre-portioned cuts by weight; using a buying specification that stipulates the cuts or weight; using recipes; training staff; using correct tools and equipment

Preparation methods: washing; gutting; trimming; skinning; boning (pin boning, rib boned, spine); scaling; filleting (flat fish, round fish); whole fish; cutting cuts of fish (tronçon, délice, darne, filets, supêmes, goujons paupiettes, plat); marinating; smoking; curing; correct thawing of frozen fish; seasoning; coatings, toppings (herb crust); covering (en croûte)

Reasons for using different preparation methods: recipe/dish requirements; cooking methods; cost of ingredients; amount of preparation carried out by external supplier; quality of fish – high quality usually requires less preparation than lower quality; selling price of dish

Characteristics of different types of commonly used fish: white fish – round (cod, whiting, hake); white fish – flat (plaice, sole, turbot); oily (salmon, mackerel); exotic (red snapper, swordfish)

Healthy eating considerations: methods of cookery (grilling, boiling, steaming, poaching); substituting ingredients used in making dishes; olive oil/polyunsaturated fats; spray oils; low salt; controlled portion size; accompaniment; condiments; serving with fresh vegetables/salads

Corrective actions for quality problems: returning to suppliers; substituting ingredients; correct disposal of unusable ingredients; seeking advice from appropriate person/s

Storing prepared fish ready for cooking: holding cold and chilled fish at the correct safe temperature between 1°C and 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); complying with food hygiene regulations; appropriate labelling

2 Understand how to cook fish for complex dishes

Tools and equipment: salamanders; grills; deep-fat fryer; shallow fryers; saucepans; ovens; microwave ovens; steamers; knives; fish pliers; colour coded chopping boards; kitchen scissors; protective gloves; trays

Cooking methods for fish dishes: frying (deep and shallow); grilling; en papillote; baking; steaming; poaching (deep and shallow); combining cooking methods

Importance of using the correct temperatures for cooking different types of fish: ensuring food safety; preserving important proteins and minerals; innermost parts of fish 63°C – flesh is opaque, flakes easily; cooking fish to keep shrinkage to a minimum below 99°C; deep frying 175°C; stuffed fish above 74°C

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: methods of cookery (grilling, boiling, steaming, poaching); substituting ingredients used in making dishes; olive oil/polyunsaturated fats; spray oils; low salt; controlled portion size; accompaniment; condiments; serving with fresh vegetables/salads

Combining fish with other ingredients to create a complex and balanced dish: fungi; meat; vegetables; herbs and spices; wine; improved texture, colour, appearance; balancing a final dish (portion size, flavour, colour, seasoning, palate appeal)

3 Understand how to finish complex fish dishes

Finishing methods for fish dishes: coating with a sauce; dressing; garnishing; meeting business requirements/specifications; appearance; portion size; correct temperature (cold food below 8°C, 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; 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, tartare sauce, hot tomato sauce, hollandaise sauce, pesto dressing); presenting on suitable serving dishes; importance (customer satisfaction, dish requirements, business reputation)

Minimising and correcting common faults: sprinkling with herbs and drizzling liquid garnishes; portioning; colour; flavour; seasoning; temperature; consistency; texture; customer preferences; business standards

Adjusting the colour, consistency and flavour of fish dishes: tasting for correct flavour (adjusting seasoning); adjusting consistency of sauces (adding water, oil, vinegar); cooking and finishing procedures 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 fish dishes: hot dishes above 63°C; cold dishes below 8°C; ensuring food safety

Storage methods for fish dishes: assessing items for shelf life; packaging appropriately; storing products in conditions to maintain freshness, eating quality and shelf life; preventing flavour transfer between different dishes; complying with food hygiene and occupational health and safety regulations and requirements in packaging and storing fish dishes; correct temperatures; appropriate labelling

Current trends and methodologies for cooking and finishing 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

This unit introduces learners to the preparation, cooking and finishing of fish dishes. Where possible, samples of the fish listed in the unit content should be available for learners to see.

Much of the content of the unit, although theoretical, can be taught in a practical environment such as a kitchen where the theory can be readily applied.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners need to be encouraged to undertake self-directed research.

For learning outcome 1, tutors should introduce learners to a wide range of fish types commonly found in and around the UK and in other parts of the world. Learners should be introduced to the benefits of minimising waste in the purchase, storage, preparation and cooking of fish products, as well as the corrective action to take should quality issues arise at any stage.

Tutors should explain the characteristics of different types of fish, and the tools and methods used to prepare them. They should also explain the healthy eating considerations that should be taken into account when preparing fish.

Tutors should demonstrate the corrective actions to take when there are quality problems with fish. They should also introduce learners to ways of storing prepared fish which is ready for cooking.

For learning outcome 2, tutors should introduce learners to the correct tools and equipment to use to prepare different fish dishes, as well as the various cooking methods. Learners could be asked 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.

Fish can be an important part of a healthy diet. Learners need to understand how fish and fish dishes contribute to the principles of healthy eating

For learning outcome 3, where practical demonstrations are being used by tutors, it might be that tutors will choose to explain and teach the finishing of dishes at the same time as they explain the cooking methods.

Learners should be shown how to finish basic fish dishes with appropriate garnishes, as well as how to select appropriate serving dishes for finished dishes.

Tutors need to explain how the correct colour, consistency and flavour for dishes can best be achieved and show learners different approaches to doing so. As with cooking, the temperature regimes for the correct holding and serving of finished dishes need to be taught. Tutors need to reinforce reasons why these temperatures are used.

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 continually evolving nature of the hospitality industry.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and in working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

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

Stein R – *Best of British Fish* (Octopus, 2005) ISBN 9781840009996

Stein R – *Seafood Lovers' Guide* (Ebury Press, 2000) ISBN 9780563551522

Tyrer P – *Leith's Vegetarian Bible* (Bloomsbury, 2008) ISBN 9780747597896

Other

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

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, teacher links to resources and up-to- date information on fish and the fishing industry

Unit 6: Preparation, Cooking and Finishing of Meat Dishes

Unit reference number: D/600/1816

Level: 3

Credit value: 3

Guided learning hours: 26

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

In this unit learners will develop a knowledge and understanding of how to prepare, cook and finish complex meat dishes.

They will develop an understanding of the principles of meat preparation, of cooking and the finishing of dishes, as well as of the correct and safe use of tools, utensils and equipment. Learners will explore the need to adopt safe working practices when preparing and cooking meat dishes, recognising the impact of the Food Hygiene Regulations.

Learners will recognise a range of meats and cuts of meats 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. They will look at the main methods of cooking complex meat dishes, including the correct cooking and serving temperatures needed to maintain quality and food safety.

In accordance with government guidance and contemporary practice, learners should explore the principles of healthy eating and the associated benefits. Learners should understand how they can adapt existing recipes or develop their own dishes to incorporate these principles, as well as demonstrate 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 in compliance with current legislation, when dealing with meat products.

Finishing and presenting foods and dishes is an important skill and learners will explore 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
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

Learning outcomes	Assessment criteria
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

Complex meat dishes: tornados Rossini; osso bucco; pot roasted leg of lamb; braised lamb shank; 'trendy' dishes made from second class cuts

Quality points of red and white meat: frozen (hard with no signs of thawing, packaged correctly with no signs of damage, no signs of freezer burn (dull white patches)); fresh (appearance, colour, aroma/smell, texture)

Selecting meat to meet dish requirements: ensuring meat is suitable (right quantity, quality, cut, trim); weighing and checking quality of delivered meat in front of the delivery person; returns to suppliers; correct disposal of unusable meat; menu requirements; seeking advice from appropriate person/s

Controlling portions to minimise waste: buying pre-portioned joints and cuts by weight; using a buying specification that stipulates the cuts or weight; 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; using 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; cost of ingredients; amount of preparation carried out by external supplier; quality of meat – high quality requires less preparation than lower quality; selling price of dish

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

Healthy eating considerations: methods of cookery (grilling, boiling, steaming, poaching); trimming of excess fat; choosing lean cuts/joints; substituting ingredients used in making dishes; olive oil/polyunsaturated fats; spray oils; low salt; controlled portion size; accompaniment; condiments; serving with fresh vegetables/salads

Corrective actions for quality problems: returning to suppliers; substituting ingredients; correct disposal of unusable ingredients; seeking advice from appropriate person/s

Storing prepared meat ready for cooking: holding cold and chilled meat at the correct safe temperature between 1° and 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 meat, separating raw foods and ready to eat foods); complying with food hygiene regulations; appropriate labelling

2 Understand how to cook meat for complex dishes

Tools and equipment: grills; griddle; deep fryers; ovens; pans; knives; tongs; mincers; choppers; slicers; colour coded chopping boards; trays; protective gloves; microwaves; serving dishes

Cooking methods for meat dishes: grilling (over fire and under fire); frying (deep, shallow and stir); boiling; braising; steaming; stewing; roasting; pot roasting; sous vide (vacuum packed – and water bath); combining cooking methods

Importance of using the correct temperatures for cooking different types of meat: ensuring food safety; preserving important proteins and minerals; beef and lamb (rare: 49°C to 52°C (centre is bright red, pinkish towards the exterior portion); medium-rare: 55°C to 58°C (centre is very pink, slightly brown towards the exterior portion); medium: 60°C to 63°C (centre is light pink, outer portion is brown); medium-well: 66°C to 69°C (not pink); well done: 71°C and above (steak is uniformly brown throughout)); pork (fresh: 65°C to 70°C; cooked ham/pre-cooked: 60°C; uncooked ham/raw: 70°C)

Checking meat is cooked correctly: using temperature probes; cutting meat to check colour; testing to check firmness of meat

Nutritional value of meat: types of meat (red, white); protein; fat; vitamins (A, B3, B6, B12, D, K); minerals (iron, riboflavin, zinc)

Healthy eating considerations: methods of cookery (grilling, boiling, steaming, poaching); substituting ingredients used in making dishes; olive oil/polyunsaturated fats; spray oils; low salt; controlled portion size; no alcohol; serving with fresh vegetables/salads

Combining meat with other ingredients to create a complex and balanced dish: fungi; vegetables; pulses; fruit; herbs and spices; alcohol; pastry; improved texture, colour, appearance; balancing a final dish (portion size, flavour, colour, seasoning, palate appeal)

3 Understand how to finish complex meat dishes

Finishing methods for meat dishes: coating with a sauce; dressing; garnishing; meeting business requirements/specifications; appearance; portion size; correct temperature (cold food below 8°C, 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; suitable resting times; seasoning; customer preferences

Importance of correctly 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 (herbs, other ingredients); accompaniments (parsley butter, sauces); presenting on suitable serving dishes; importance (customer satisfaction, dish requirements, business reputation)

Minimising and correcting common faults: sprinkling with herbs and drizzling liquid garnishes; portioning; colour; flavour; seasoning; temperature; consistency; texture; customer preferences; business standards

Corrective action for colour, consistency and flavour of meat dishes: tasting for correct flavour (adjusting seasoning); adjusting consistency of sauces (adding liquid); cooking and finishing procedures 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 meat dishes: hot dishes above 63°C; cold dishes below 8°C; ensuring food safety

Storage methods for meat dishes: assessing items for shelf life; packaging appropriately; storing products in conditions to maintain freshness, eating quality and shelf life; preventing flavour transfer between different dishes; complying with food hygiene and occupational health and safety regulations and requirements in packaging and storing meat dishes; correct temperatures; appropriate labelling

Current trends and methodologies for cooking and finishing meat 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 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 reinforce the technical aspects of the unit content.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can also support learning.

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

Learners must understand the reasons for using different methods to prepare meat and the characteristics of different types of meat dishes. In addition, learners need to take account of healthy eating considerations when preparing meat for complex dishes.

It is essential that learners understand the safe working practices in place to reduce the risk of injury to themselves and others, including the application of current Food Hygiene Regulations. Learners need to know safe working practices associated with handling fresh, chilled and frozen meats, as well as the correct and safe storage methods for meat and meat products. Learners must explain what action they would take in response to problems with the quality of raw or cooked meat in order to safeguard customers and maintain business standards.

For learning outcome 2, learners need know the different tools that are used to prepare dishes safely. They also need to know the different methods of cooking meat and be able to match the cuts of meat to each cookery method, so product quality is maximised.

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

Meat can be an important part of a healthy diet. Learners need to understand how meat and meat dishes can contribute to the principles of healthy eating. This would include eating a diet low in saturated fats, low in salt, low in red meat, free of additives, colourings and preservatives and controlling portion size.

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

For 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 meat are important aspects of finishing complex meat dishes and tutors may wish to deliver this through demonstrations, supported by a theoretical input.

Learners need to know the correct principles for storing hot and cold meat products and dishes, applying these safely in work settings. Learners should also recognise the correct action to take when problems arise 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.

Time can be allocated for learners to have some tutored practice in the finishing of dishes and tutors can reinforce the technical aspects of complex meat cookery. Learners can also use this time to develop their own recipes and dishes, in preparation for assessment, under the guidance of tutors. Learners can also bring ideas from their workplaces to these sessions for review and development. Peer review and assessment of ideas, especially that of finish and presentation, can take place.

Learners need to appreciate that customers often 'eat with their eyes' and that food presentation can be substantially enhanced by the choice of the dish and container in which it is served.

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 continually evolving nature of the hospitality industry.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and in working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

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

Other

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

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

Unit reference number: H/600/1817

Level: 3

Credit value: 3

Guided learning hours: 26

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

In this unit learners will continue to develop their theoretical knowledge and understanding of the basic principles of preparing, cooking and finishing more complex poultry dishes. The unit can therefore be used to underpin the practical cookery aspects and enable learners to work unsupervised. Poultry is a popular item on menus, as many customers will choose white meat from chicken, turkey and guinea fowl in preference to traditional red meats. White meat has a lower saturated fat content, can be easier to digest and also has a lower calorific value, so is suitable for those who want to lose weight.

Learners will be taught how to use tools, utensils and equipment correctly in poultry cookery. Safe working practices and personal hygiene procedures that should be applied to working in a food production situation will be reinforced. Although this is not a food hygiene unit, learners must understand the implications of the Food Hygiene Regulations and how to work within these regulations.

Learners will look at how to recognise the range of poultry and pre-cut portions 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 explore main methods of cooking complex poultry dishes, including the correct cooking temperatures needed to maintain the eating quality and ensure safe food hygiene.

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

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

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 unit to introduce artistic aspects of culinary work. Learners will also learn how to select the most appropriate plates and serving dishes for complex poultry dishes to enhance their appeal, presentation and customer enjoyment. Learners will also be taught about the range of accompaniments that are traditionally served with 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

Complex poultry dishes: mousse; timbale; ballotine; quenelles; soufflé

Types of poultry: duck; guinea fowl; goose; chicken; turkey

Quality points of poultry: frozen (hard with no signs of thawing, packaged correctly with no signs of damage, no signs of freezer burn (dull white patches)); fresh (appearance, colour, aroma/smell, texture)

Selecting poultry to meet dish requirements: ensuring meat is suitable (right quantity, quality, cut, trim); weighing and checking quality of delivered poultry in front of the delivery person; returns to suppliers; correct disposal of unusable poultry; menu requirements; seeking advice from appropriate person/s

Controlling portions to minimise waste: buying individual portions; using individual breasts of poultry; buying oven-ready items; using recipes; training staff; using correct tools and equipment

Preparation methods: weighing and 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; cost of ingredients; amount of preparation carried out 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 pot-roasting

Healthy eating considerations: methods of cookery (grilling, boiling, steaming, poaching); trimming of excess fat; removing skin; choosing lean cuts/joints; substituting ingredients used in making dishes; olive oil/polyunsaturated fats; spray oils; low salt; controlled portion size; accompaniment; condiments; serving with fresh vegetables/salads

Corrective actions for quality problems: returning to suppliers; substituting ingredients; correct disposal of unusable ingredients; seeking advice from appropriate person/s

Storing prepared poultry ready for cooking: holding cold and chilled meat at the correct safe temperature between 1° and 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 meat, separating raw foods and ready to eat foods); complying with food hygiene regulations; appropriate labelling

2 Understand how to cook poultry for complex dishes

Tools and equipment: grills; griddle; deep fryers; ovens; pans; knives; poultry scissors; tongs; mincers; choppers; slicers; microwaves; wire racks; colour coded chopping boards; trays; protective gloves; serving dishes

Cooking methods for poultry dishes: grilling/griddling; sautéing; roasting; poaching; pot roasting; frying (stir, deep, shallow); baking; steaming; en papillote; combining cooking methods

Importance of using the correct temperatures for cooking different types of poultry: ensuring food safety; preserving important proteins and minerals; cooking raw poultry to a minimum internal temperature of 74°C (cooking until juices run clear, leg moves easily)

Checking poultry is cooked: using temperature probes; cutting poultry to check colour; testing to check firmness of poultry

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

Healthy eating considerations: methods of cookery (grilling, boiling, steaming, poaching); substituting ingredients used in making dishes; olive oil/polyunsaturated fats; spray oils; low salt; controlled portion size; no alcohol; serving with fresh vegetables/salads

Combining poultry with other ingredients to create a complex and balanced dish: fungi; vegetables; pulses; fruit; herbs and spices; alcohol; pastry; improved texture, colour, appearance; balancing a final dish (portion size, flavour, colour, seasoning, palate appeal)

3 Understand how to finish complex poultry dishes

Finishing methods for poultry dishes: coating with a sauce; dressing; garnishing; meeting business requirements/specifications; appearance; portion size; correct temperature (cold food below 8°C, 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; suitable resting times; seasoning; customer preferences

Importance of 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 (herbs, other ingredients); accompaniments (parsley butter, sauces); presenting on suitable serving dishes; importance (customer satisfaction, dish requirements, business reputation)

Minimising and correcting common faults: sprinkling with herbs and drizzling liquid garnishes; portioning; colour; flavour; seasoning; temperature; consistency; texture; customer preferences; business standards

Adjusting the colour, consistency and flavour of poultry dishes: tasting for correct flavour (adjusting seasoning); adjusting consistency of sauces (adding liquid); cooking and finishing procedures 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 poultry dishes: hot dishes above 63°C; cold dishes below 8°C; ensuring food safety

Storage methods for poultry dishes: assessing items for shelf life; packaging appropriately; storing products in conditions to maintain freshness, eating quality and shelf life; preventing flavour transfer between different dishes; complying with food hygiene and occupational health and safety regulations and requirements in packaging and storing meat dishes; correct temperatures; appropriate labelling

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); vegetable garnishes (mixed vegetables); traditional accompaniments (apple sauce with roast goose, game chips, watercress sauce, 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 reinforce the technical aspects of the content.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can also support learning.

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

Learners must understand the reasons for using different methods to prepare poultry and the characteristics of different types of poultry dishes. In addition, learners need to take account of healthy eating considerations when preparing meat for complex dishes.

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

For learning outcome 2, learners need know the different tools that are used to prepare a variety of dishes safely. In addition, they need to know the different methods of cooking poultry and be able to match the poultry product to each cookery method, so product quality is maximised.

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

Poultry can be an important part of a healthy diet. Learners will need to understand how poultry and poultry dishes can contribute to the principles of healthy eating. Learners need to explain how to combine poultry with other ingredients to create complex dishes that enhance the food experience.

For 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 are important aspects of finishing complex dishes and tutors may wish to deliver this through demonstrations, supported by a theoretical input. 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 storing hot and cold poultry products and dishes, applying these safely in work settings. Learners should also recognise the correct action to take when problems arise in the production of poultry dishes, such as adjusting sauce consistency. Learners should recognise current trends and fashions in the cooking and presentation of poultry dishes, mindful of the continually 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 reinforce the technical aspects of poultry cookery. Learners can also use this time to develop their own recipes and dishes, in preparation for assessment, under the guidance of tutors. Learners can also bring ideas from their workplace to these sessions for review and development. Peer review and assessment of ideas, especially that of finish and presentation, can take place.

Learners need to appreciate that customers often 'eat with their eyes' and that food presentation can be substantially enhanced by the choice of dish and container in which it is served. Tutors should ensure 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.

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

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and in working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

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

Tyrer P – *Leith's Vegetarian Bible* (Bloomsbury, 2008) ISBN 9780747597896

Other

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

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

Unit reference number: K/600/1818

Level: 3

Credit value: 3

Guided learning hours: 26

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

In this unit learners will develop an understanding of the principles of preparing, cooking and finishing vegetable dishes, whether served as starters or as part of a main meal, as well as the correct use of utensils and equipment. Learners will also explore the need to adopt safe working practices when preparing and cooking vegetable dishes as well as recognising the impact of the Food Hygiene Regulations.

One of the main trends in changing eating patterns is the substantial increase in the range and variety of vegetables available for consumers to buy and eat. Vegetables that once were only available for a short period of time can now often be accessible all year round. Learners should recognise the main quality points for a range of vegetables, including the more unusual and imported. Learners need to be taught how to determine the essential quality points that need to be applied to the 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 in terms of taste, texture, colour, appearance and overall quality, as well as understanding how to use both fresh and preserved products effectively. Learners will also explore the different methods of cooking complex vegetable dishes.

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

Learners should understand how they can adapt existing recipes and, develop their own dishes to incorporate these principles, as well as demonstrate creativity and flair. Finishing and presenting of foods/dishes is an important skill and learners should understand how to undertake this activity to make food attractive to customers.

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

Complex vegetable dishes: timbale; vegetable terrine; ratatouille; potato rosti/galette

Types of vegetable: roots; bulbs; flower heads; fungi; seeds and pods; tubers; leaves; stems; vegetable fruits

Other ingredients: nuts; meat substitutes; pulses; pastry; rice; pasta

Quality points in prepared vegetables: checking for quality (fresh smell, fresh-looking colour, free from soil, free from insect damage, free from blemishes, free from freezer burn where frozen); undamaged packaging

Selecting vegetables to meet dish requirements: ensuring vegetables are suitable (right quantity, quality); weighing and checking quality of delivered vegetables in front of the delivery person; returns to suppliers; correct disposal of unusable vegetables; menu requirements; seeking advice from appropriate person/s

Characteristics of complex vegetable dishes: timbale usually combines different ingredients baked in a round mould; terrine is served at room temperature, similar to a pâté but using more coarsely chopped ingredients; ratatouille is a stew of vegetables; potato rosti/galette is made with roughly grated cooked or raw potato shaped into rounds and fried

Corrective actions for quality problems: returning to suppliers; substituting ingredients; correct disposal of unusable ingredients; seeking advice from appropriate person/s

Tools and equipment: grills; griddle; deep fryers; ovens; pans; woks; knives; poultry scissors; tongs; mincers; choppers; slicers; graters; microwaves; wire racks; colour coded chopping boards; trays; protective gloves; serving dishes

Cooking methods for vegetable dishes: blanching; boiling; roasting; baking; grilling; braising; frying (deep, shallow and stir); steaming; stewing; combining cooking methods

Importance of using the correct temperatures for cooking different types of vegetables: above 63°C; ensuring food safety; preserving important proteins and minerals

Methods used to maximise and retain nutritional content: preparing near to time of cooking; cooking near to time of eating; avoiding soaking vegetables; keeping out of direct sunlight; cooking methods (steaming, microwaving, stir frying)

Healthy eating considerations: methods of cookery (grilling, boiling, steaming); substituting ingredients used in making dishes; olive oil/polyunsaturated fats; spray oils; low salt; controlled portion size; no alcohol; not brushing with melted butter

Combining vegetables with other ingredients to create a complex and balanced dish: nuts; meat substitutes; pulses; pastry; rice; pasta; improved texture, colour, appearance; balancing a final dish (portion size, flavour, colour, seasoning, palate appeal)

2 Know how to finish complex vegetable dishes

Finishing methods for vegetable dishes: coating with a sauce; dressing; garnishing; meeting business requirements/specifications; appearance; portion size; correct temperature (cold food below 8°C, 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; seasoning; customer preferences; suitable serving plates/dishes; ensuring any accompaniments are available and served at the same time

Importance of 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 (herbs, other ingredients); accompaniments (parsley butter, sauces); presenting on suitable serving dishes; importance (customer satisfaction, dish requirements, business reputation)

Minimising and correcting common faults: sprinkling with herbs and drizzling liquid garnishes; portioning; colour; flavour; seasoning; temperature; consistency; texture; customer preferences; business standards

Adjusting the colour, consistency and flavour of vegetable dishes: tasting for correct flavour (adjusting seasoning); adjusting consistency of sauces (adding liquid); cooking and finishing procedures 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 vegetable dishes: hot dishes above 63°C; cold dishes below 8°C; ensuring food safety

Storage methods for vegetable dishes: assessing items for shelf life; packaging appropriately; storing products in conditions to maintain freshness, eating quality and shelf life; preventing flavour transfer between different dishes; complying with food hygiene and occupational health and safety regulations and requirements in packaging and storing fish dishes; correct temperatures; appropriate labelling

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 reinforce the technical aspects of the content.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can also support learning.

For learning outcome 1, learners need to recognise the range of vegetables that can be used in preparing dishes. Further, they need to know the main points that chefs use to determine the 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 the safe working practices in place to reduce the risk of injury 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 the appropriate methods of cookery. They also need to know how to maximise the flavour, texture, colour and nutritional content of vegetable dishes, as well as describing their characteristics.

Learners need to describe the actions to take if there are problems with the quality of vegetables or other ingredients. Vegetables are an important part of a healthy diet providing valuable sources of vitamins, minerals and fibre. Learners need to understand how vegetables and vegetable dishes contribute to a balanced diet.

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

For learning outcome 2, learners need to understand that the correct finishing of vegetable dishes is 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 when preparing complex vegetable dishes, as well as how to adjust the colour, consistency and flavour. Further, learners need to understand the correct temperature for holding and serving complex vegetable dishes, as well as the correct principles for storing vegetable products and dishes.

Learners need to appreciate that customers often 'eat with their eyes' and that food presentation can be substantially enhanced by the choice of dish and container in which it is served. Tutors should ensure 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.

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

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and in working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials**Textbooks**

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

Tyrer P – *Leith's Vegetarian Bible* (Bloomsbury, 2008) ISBN 9780747597896

Other

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

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 9: Food Safety in Catering

Unit reference number: H/502/0132

Level: 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit is about providing understanding food safety in catering.

Unit introduction

This unit introduces learners to the knowledge they need to enable them to take personal responsibility for food safety as well as understand the basic principles of food safety necessary for those working in the hospitality and catering industry preparing food. The unit identifies some of the necessary good practice including the legal requirements that must be applied to food, its storage and cooking, as well as the basic principles of good practice needed to keep and maintain food areas/kitchens clean and safe.

Learners will also gain an understanding of the importance of good personal hygiene, which helps to reduce the risks of food-related illnesses and food poisoning. They will also be taught the most common types of food hazards and how to avoid them.

Learners will identify common workplace health and safety and security hazards in kitchen situations, relating to equipment, hazardous substances, fires, contamination and infestation by pests. Learners should know some simple control measures to reduce and to eliminate the risk of injury or illness arising from the hazards.

This unit provides an essential background for those who wish to study food preparation and cooking and work with food.

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 individuals can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2 Describe how to report food safety hazards 1.3 Outline the legal responsibilities of food handlers and food business operators
2 Understand the importance of keeping him/herself clean and hygienic	2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds
3 Understand the importance of keeping the work areas clean and hygienic	3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal 3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning 3.3 Outline the importance of pest control

Learning outcomes	Assessment criteria
4 Understand the importance of keeping food safe	4.1 State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards 4.2 Explain how to deal with food spoilage including recognition, reporting and disposal 4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation

Unit content

1 **Understand how individuals can take personal responsibility for food safety**

Food safety procedures: risk assessment, safe food handling and behaviour; legal requirements (personal, business); health and safety; customer satisfaction; duty of care

Reporting safety hazards: reporting to line manager; unhygienic tools or defective equipment; accidents; hazards (slips, trips); other problems

Legal responsibilities: Chartered Institute of Environmental Health (health and safety; food safety, consumer protection); food safety act; personal hygiene; Food Hygiene Regulations

2 **Understand the importance of keeping him/herself clean and hygienic**

Importance of personal hygiene: reducing spread of germs; preventing cross-contamination

Personal hygiene practices: washing and drying hands before handling food; clean personal equipment; personal presentation (clean uniform, clean hair, hair tied up and back and covered, appropriate footwear, no jewellery or watches), hygiene and freshness (discrete use of cosmetics, short finger nails, no nail varnish, clean hands); care when coughing or sneezing; reporting cuts and wounds, covering of cuts and wounds with appropriate dressings; reporting personal illness to supervisors

3 **Understand the importance of keeping the work areas clean and hygienic**

Cleaning procedures: using correct manufacturer's and business cleaning procedures (use, dilutions, storage); using correct cleaning chemicals and materials; washing; wiping; sanitising; sterilising; checking for cleanliness and good hygiene; checking for safety; waste disposal (food, other items, method); cleaning schedule (daily, weekly, monthly, as required)

Reducing contamination risks: minimising bacterial spread; minimising viral spread; work flow (linear, cyclical); work surfaces (porous, non-porous); equipment (knives, cutting boards, electrical equipment)

Pest control: checking for problems and infestation; rodents; insects; reporting problems; importance (food contamination, customer satisfaction, business reputation, health and safety)

4 Understand the importance of keeping food safe

Food hazards: microbial (bacteria, cross-contamination); chemical (cleaning materials, insecticides, rodent poison, biological; bacteria, yeasts, moulds); physical (hair, insects, machinery parts, packaging, dirt from kitchen or premises); allergens (nuts, gluten, dairy products, shellfish)

Food spoilage: recognition of unsafe food (sight, smell, temperature); reporting procedures (line manager, supplier); disposal of unsafe food (returning to supplier, informing EHO)

Safe practices: preparation (good hygiene practices; using appropriate surfaces; using suitable knives and equipment); cooking (minimising bacterial activity; applying correct cooking temperatures and cooking times for different foods – fish, meat, poultry, vegetables; chilling (minimising bacterial activity, holding at correct temperatures, monitoring length and duration of chilling process); re heating (applying correct temperatures, 'if in doubt, throw it out'); holding (applying correct temperatures, holding hot food above 63°C, holding chilled food at below 8°C); serving (using clean dishes and serving equipment; avoiding cross-contamination; using gloves); transporting (minimising transportation times, applying correct holding temperatures, keeping different types of food separate); safe buying practices, use by dates, checking for insect/pest damage, blown cans, broken bottle seals, ice-cream and frozen foods, chilled foods, fresh foods; handling food and commodities; cleaning vegetables and fruit; washing (meat, poultry, fish)

Storage: prevention of cross contamination; keeping food for future use; chilling/freezing, wrapping, storage times, defrosting, use-by dates

Temperature controls: hot food (legal temperature above 63°C); chilled food (legal temperature below 8°C); cold and frozen foods (legal temperatures – 18°C); temperature monitoring (business procedures); importance (complying with legislation, maintaining safe standards, maintaining business reputation)

Stock control: deliveries (checking quantity and quality, checking against order and delivery note); correct storage of items (refrigerated food, frozen food, dry food); date marking; stock rotation

Essential guidance for tutors

Delivery

The purpose of this unit is to provide essential background and foundation for those learners who need to know about and maintain good personal, food and kitchen hygiene as they are preparing and serving food to the general public. It is suggested that for those learners who wish to study food safety in hospitality and catering, that this unit is taught before learners commence any practical cookery skills practice, as they should be required to implement and comply with general food safety and hygiene requirements whilst they undertake their cookery practice. This will help to reinforce the content of this unit and contribute to good practice as well as effective teaching.

There has been a considerable increase in the rise of food poisoning cases in this country over recent years. The number of people suffering from various forms of food related illness has increased in line with the large increase in meals being eaten out and away from the home. Further, there has been a large increase in the number of people who suffer from food related allergies such as asthma and skin problems. Consumers of food and those taking up employment in a food related business need to know some basic rules to help prevent and reduce incidents. Learners need to be made aware of this situation.

This is an essentially a knowledge based unit but for the content to be effectively understood it must be related at every opportunity to practical food situations, kitchens, food and drink service outlets. Learners will need to be aware of the laws and regulations that apply to the hospitality and catering industry in particular the food safety act as well as an understanding of the role of the environmental health officer. Well produced, informative and easy to understand guides to legislation and its impact on people and businesses are produced by government agencies and, multiple copies are often supplied at no cost to teaching and training centres. These publications are an excellent starting point for tutors to introduce this subject and it is a good idea to supply every learner with a copy. Two suggested publications for learners are identified in the indicative reading section of the unit details. The Food Hygiene regulations can be used as a framework for delivery of this unit. Learners do not need to be able to quote the law but must know how it applies to a practical kitchen or food and drink situation.

Learners need to be given a background as to why food safety is important and the possible consequences when things go wrong. Tutors could request that a Local Authority Environmental Health Officer gives a talk to learners. They can be very informative as well as being able to give practical guidance on the responsibilities of individuals, implementation of the law and good practice for the home and work place.

Learners will learn the safe practices that are required in hospitality and this is best achieved by formal whole class teaching. They will know how to check raw, chilled, frozen, tinned, bottled and dried foods for possible contamination as well as know how to correctly store and handle these commodities to prevent contamination. Learners will also learn good kitchen practice in terms of maintaining and cleaning large and small equipment including refrigerators and freezers.

It is a specific requirement that learners know and understand the importance of good personal hygiene and how this is maintained. Poor personal hygiene and habits are major causes of food poisoning, most of which is preventable by the adoption of the good practices identified in the Food Hygiene regulations. Tutors need to reinforce this at every opportunity.

Learners will understand how to work in a clean and efficient manner understanding that good organisation of personal practical kitchen work can help to reduce not only the risks of accidents but the cross contamination of foods and therefore help to reduce the risks of food poisoning. The careful cleaning and sanitising of work surfaces and equipment needs to be explained and learners will need to understand the differences in the range of cleaning materials and chemicals that can safely be used in a food production situation.

Learners will also know the main types of food hazards and be able to identify and name the most common ones. Learners will find the names of bacterial food poisoning difficult to manage and it is not necessary for them to be able to accurately spell or recall them. They must however, know the issues concerning this type of food hazard and the outcomes when bacteria contaminate food.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Learners need to have access to a library/learning resource centre. There should be examples of well-known and contemporary texts. Government agencies and local authorities are excellent sources of technical information on legal and operational requirements for catering and food safety and their publications should be available.

Indicative resource materials

Textbooks

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Other

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

Starting up: *Your first steps to running a catering business* 2007 – The Food Standards Agency

Journals

Caterer and Hotelkeeper – Reed Business Information

Journal of Environmental Health Research

Websites

www.food.gov.uk – *The Food Standards Agency*

www.food.gov.uk/foodindustry/regulation

www.food.gov.uk/foodindustry/regulation/foodlaw

www.cieh.org/jehr – *Journal of Environmental Health Research*

Unit 10: Principles of Preparing, Cooking and Finishing Complex Soups

Unit reference number: D/502/8276

Level: 3

Credit value: 2

Guided learning hours: 9

Unit aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish complex soups including:

- consommé
- bisque
- chowder
- velouté
- cold soups.

Unit introduction

This unit helps learners develop their knowledge of preparing, cooking and finishing complex soups, as well as recognise and know the tools and equipment used in the preparation of complex soups.

The unit introduces learners to the differing preparation methods that produce the different characteristics of each soup. Learners will be taught how to correct problems with quality of ingredients.

Learners will be taught the cooking methods and temperatures used in the production of complex soups. They will learn the principles of healthy eating and the benefits that different ingredients may bring to the diet.

Learners will gain knowledge of the finishing of complex soups, and how to adjust their taste, flavour and consistency. They will also learn the correct temperature for holding and serving complex soups and how to minimise common faults in complex soups.

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 complex soups	1.1 Describe preparation methods for complex soups 1.2 Explain the reasons for using different preparation methods 1.3 Describe the characteristics of different complex soups 1.4 Describe corrective actions if there are quality problems with ingredients 1.5 Describe how to store prepared soups
2 Know how to cook complex soups	2.1 Identify the tools and equipment for different cooking methods 2.2 Describe cooking methods for different types of complex soups 2.3 State the temperature for cooking complex soups 2.4 State healthy eating considerations when cooking complex soups
3 Know how to finish complex soups	3.1 Describe the finishing methods for complex soups 3.2 Describe the characteristics of finished complex soups 3.3 Explain how to adjust the taste and flavour of complex soups 3.4 State the correct temperature for holding and serving complex soups 3.5 Describe methods to minimise common faults in complex soups

Unit content

1 Know how to prepare complex soups

Complex soups: consommé; bisque; chowder; velouté; cold soups

Preparation methods for complex soups: weighing/measuring; chopping; simmering; clarifying; boiling; whisking; passing/straining; skimming

Reasons for using different preparation methods: following recipe or standard requirements; serving temperature; ingredient requirement; achieving the correct texture/consistency/appearance/finish; seasonality; avoiding accidents

Characteristics of different complex soups: consommé – crystal clear, full flavour, gelatinous when cold; bisque – creamy in texture, full flavour, crustacea base; chowder – creamy smooth texture, addition of whole foods, clams, corn, potato; velouté – velvety texture, delicate flavour, buttery; cold soup – intense flavour, thick consistency

Quality points in soup ingredients: meat (appearance, colour, aroma/smell, texture); vegetables (checking for quality (fresh smell, fresh-looking colour, free from soil, free from insect damage, free from blemishes, free from freezer burn where frozen)); frozen fish (hard with no signs of thawing, packaged correctly with no signs of damage, no signs of freezer burn (dull white patches)); fresh fish (clear bright eyes which are not sunken, bright red gills, scales intact, skin is moist and slightly slippery, skin is shiny with bright natural colouring, stiff tail, firm flesh, fish has sea fresh smell (no smell of ammonia)); rice, pulses and grain (appearance, aroma, consistency); undamaged packaging

Corrective actions if there are quality problems with ingredients: ensuring ingredients are suitable (right quantity, quality); weighing and checking quality of delivered ingredients in front of the delivery person; returns to suppliers; substituting ingredients; correct disposal of unusable ingredients; adjusting temperatures; adjusting ingredient proportion/quantities; seeking advice from appropriate person/s

Storing prepared soups: cooling quickly; blast chilling from 63°C to below 4°C; storing in airtight containers below 5°C; refrigerating; freezing; appropriate labelling; traceability; record keeping and documentation; compliance with food hygiene regulations

2 Know how to cook complex soups

Tools and equipment for different cooking methods: tools (knives, spoons, ladles, peelers, kitchen scissors, hand graters, slicers, chopping boards, colanders, hand or bench food processors); equipment (electric food mixer, liquidiser, blender, food processor); pressure cookers; stock pots; ovens; avoiding accidents

Cooking methods for different types of complex soups: weighing/measuring; chopping; simmering; clarifying; boiling; whisking; passing/straining; skimming; liaison with garnish

Temperature for cooking complex soups: above 63°C; ensuring food safety

Healthy eating considerations when cooking complex soups: chilling and skimming or removing the fat that rises to the top when cold; using an unprinted paper towel to soak up oil from the surface; cookery methods (steaming, microwaving); cooking fats (low-fat spreads, spray oils, olive oil); substituting ingredients; (skimmed milk, low-fat cheese, olive oil/polyunsaturated fats); low salt; controlling portion sizes

3 **Know how to finish complex soups**

Finishing methods for complex soups: weighing/measuring; chopping; simmering; clarifying; boiling; whisking; passing/straining; skimming; liaison with garnish

Characteristics of finished complex soups: appearance; aroma; taste; texture

Adjusting the taste and flavour of complex soups: adjusting the cooking time; adding salt to balance the sweetness and creating a more savoury taste; adjusting the water content making flavour milder; adding herbs/cream/milk/spices; raising the level of soup ingredients

Temperature for holding and serving complex soups: hot soups above 63°C; cold soups below 5°C; ensuring food safety

Common faults in complex soups: ingredient ratio; portion size; colour; seasoning; consistency

Minimising common faults in complex soups: correcting seasoning/texture/consistency/colour; using good quality ingredients; using good quality stock; using fresh clarification agents; serving at correct temperature; following business standards; using correct crockery and cutlery for serving; producing good quality accompaniments and garnishes; portioning (200–250 ml); storing correctly

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of preparing, cooking and finishing complex soups.

Where possible, the types of soup identified in the unit content should be available for learners to see.

Much of the content of the unit, although theoretical, can be taught in a practical environment, such as a kitchen, where the theory can be readily applied.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners need to be encouraged to undertake self-directed research.

The theoretical principles included in the unit content could be delivered by tutors giving practical cooking demonstrations of a selection of complex soups.

Tutors should teach learners the ingredients that can be used to make different types of soups and the different preparation methods for making complex soups.

Learners also need to be taught how to deal with problems with soup ingredients.

Tutors should explain the significance of using the correct equipment and techniques when cooking soups. This will help reduce the risk of accidents as well as ensuring that health and safety requirements are met.

Learners need to know the cooking methods for different types of soups, the temperature for holding and serving soups and how to adjust the taste and flavour of complex soups.

Healthy eating considerations may form part of a group discussion, exploring how to incorporate healthy ingredients without any detrimental effect on quality and customer appeal.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Tutors to introduce learners to how to prepare complex soups.
Tutors to demonstrate the production of complex soups using the correct tools and techniques.
Tutors to show the cooking methods for different types of complex soup, the correct temperature for cooking complex soups and healthy eating considerations when cooking complex soups.

Topic and suggested activities
Tutors to show how to store prepared soups.
Tutors to introduce learners to the concept of finishing complex soups and demonstrate finishing techniques and how to hold and serve at correct temperatures.
Tutors to explain methods to minimise common faults in complex soups.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate large and small specialist professional equipment that is up to date and in good repair and working order.

Centre libraries should have a contemporary selection of cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

Campbell J, Foskett D and Ceserani V – *Practical Cookery, 11th Edition* (Hodder Education, 2008) ISBN 9780340948378

Campbell J, Rippington N, Foskett D and Ceserani V – *Practical Cookery Level 2* (Hodder Education, 2010) ISBN 9781444112269

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

Foskett D, Ceserani V and Campbell J – *Foundation Practical Cookery* (Hodder Education, 2009) ISBN 9780340983997

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Cookery Club – cookery information on the web
www.food.gov.uk	Food Standards Agency – safer food, better business
www.nhs.uk/Livewell/Goodfood	NHS Choices – good food and healthy diet
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 11: Principles of Preparing, Cooking and Finishing Fresh Pasta Dishes

Unit reference number: T/502/8266

Level: 3

Credit value: 2

Guided learning hours: 8

Unit aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish fresh pasta dishes, including ravioli and tortellini. It will cover knowledge of both fresh and filled pasta and a range of preparation and cooking techniques.

Unit introduction

Pasta is a very popular food throughout the world. It is very versatile as it can be shaped and coloured in many ways. Pasta can also be flavoured and can accompany or be the main element of many dishes. It can be used for many modern dishes as well as more rustic or family dishes. It can be served as a starter, a main meal or cold with salads. Pasta contains a lot of carbohydrate and is a main staple food associated with Italian cooking.

Pasta can be used in soups and broths, it can be served with sauces, like tomato sauces or rich creamy sauces, it can be stuffed with other ingredients or baked in a sauce, it can accompany meat or fish as a main meal. This shows what a versatile staple food it can be. Fresh pasta is often on restaurant menus throughout Europe and is a well liked and often favourite dish of many restaurant guests. Fresh pasta needs to be produced from scratch or can be bought ready to cook.

The unit introduces learners to the various preparation methods that create the different characteristics of each pasta dish. Learners will be taught about problems with quality of ingredients.

Learners will be taught the cooking methods and temperatures used in the production of fresh pasta dishes. They will learn the importance of using the correct equipment and techniques when carrying out different preparation methods.

Learners will gain knowledge of the finishing of fresh pasta dishes, and how to adjust their appearance, flavour and texture. They will also learn how to store pasta dishes and the correct temperature for holding and serving complex pasta dishes and how to minimise common faults in fresh pasta 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 Know how to prepare fresh pasta dishes	1.1 Describe quality points in fresh pasta 1.2 Explain the reasons for using different preparation methods 1.3 Describe corrective actions if there are quality problems with ingredients 1.4 Identify the tools and equipment used when carrying out different preparation methods 1.5 Describe the importance of using the correct equipment and techniques when carrying out different preparation methods
2 Know how to cook fresh pasta dishes	2.1 Describe cooking methods for fresh pasta dishes 2.2 Explain how to identify when pasta is cooked correctly 2.3 State the temperature for cooking complex pasta dishes
3 Know how to finish fresh pasta dishes	3.1 Describe the finishing methods for fresh pasta dishes 3.2 Describe the characteristics of finished complex pasta dishes 3.3 State methods to minimise common faults in fresh pasta dishes 3.4 State the correct temperature for holding and serving complex pasta dishes 3.5 State how to store complex pasta dishes

Unit content

1 Know how to prepare fresh pasta dishes

Types of pasta: filled pasta; unfilled pasta

Quality points in fresh pasta: texture; appearance; consistency; aroma; taste

Reasons for using different preparation methods: following recipe or standard requirements; serving temperature; ingredient requirement; achieving the correct texture/consistency/appearance/finish; seasonality; avoiding accidents

Corrective actions if there are quality problems with ingredients: ensuring ingredients are suitable (right quantity, quality); weighing and checking quality of delivered ingredients in front of the delivery person; returns to suppliers; substituting ingredients; correct disposal of unusable ingredients; adjusting temperatures; adjusting ingredient proportion/quantities; seeking advice from appropriate person/s

Preparation methods for fresh pasta dishes: weighing/measuring; sieving; pulling/kneading; resting; rolling; portioning; boiling; baking; combining cooking methods

Tools and equipment used when carrying out different preparation methods: pasta machine; ravioli cutters; ravioli trays; wheel cutters; knives; mixing bowls; pasta rolling pin

Importance of using the correct equipment and techniques for different preparation methods: avoiding accidents; achieving best results of food after cooking; enabling quick and efficient work

2 Know how to cook fresh pasta dishes

Cooking methods for fresh pasta dishes: weighing/measuring; sieving; pulling/kneading; resting; rolling; portioning; boiling; baking; combining cooking methods

Identifying when pasta is cooked correctly: timing; testing; ensuring pasta is 'al dente'

Temperature for cooking complex pasta dishes: pasta should be tender but still firm when eaten ('al dente'); timing starts when the water returns to a boil (most pastas cook in 8-12 minutes); cooking in boiling water 100°C; ensuring food safety

3 Know how to finish fresh pasta dishes

Finishing methods for fresh pasta dishes: reheating in boiling water; baking in the oven; gratinating under a grill/salamander; adding sauces; adding garnishes; seasoning

Characteristics of finished complex pasta dishes: appearance; aroma; taste; texture

Common faults in fresh pasta dishes: ingredient ratio; portion size; colour; seasoning; consistency

Minimising common faults in fresh pasta dishes: seasoning/texture/consistency/colour; using good quality ingredients; using good quality sauce; serving at correct temperature; following business standards; using correct crockery and cutlery for serving; producing good quality fillings and garnishes; portioning

Temperature for holding and serving complex pasta dishes: holding and serving cooked pasta above 63°C; ensuring food safety

Storing complex pasta dishes: storing in a plastic bag or in a covered bowl in the refrigerator for up to three days; storing in a freezer bag or in an airtight container in the freezer for up to two weeks; correct temperatures; complying with food hygiene regulations; appropriate labelling

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of preparing, cooking and finishing fresh pasta dishes.

Where possible, the types of fresh pasta dishes listed in the unit content should be available for learners to see.

Much of the content of the unit, although theoretical, can be taught in a practical environment, such as a kitchen, where the theory can be readily applied.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners need to be encouraged to undertake self-directed research.

Tutors can demonstrate pasta-making techniques. Demonstration will need to include two types of filled pasta and baked pasta dishes. Learners can follow the practical demonstration in stages or watch and take notes during the demonstration in order to replicate the processes later.

Researching methods for the production of fresh pasta and pasta dishes will give learners a good insight into traditional techniques of making pasta and the vast array of types of pasta and pasta dishes.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Tutors to introduce learners to pasta shapes and pasta dishes, tools and equipment.
Tutors to demonstrate the production of fresh pasta dishes using the correct tools and techniques.
Tutors to show cooking methods for fresh pasta dishes, how to identify when pasta is cooked correctly, and the temperature for cooking complex pasta dishes.
Tutors to show the finishing methods for fresh pasta dishes and the characteristics of finished complex pasta dishes.
Tutor to introduce learners to methods to minimise common faults in fresh pasta dishes.

Topic and suggested activities
Tutors to explain the correct temperature for holding and serving complex pasta dishes and how to store complex pasta dishes.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate large and small specialist professional equipment that is up to date and in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

Campbell J, Foskett D and Ceserani V – *Practical Cookery, 11th Edition* (Hodder Education, 2008) ISBN 9780340948378

Campbell J, Rippington N, Foskett D and Ceserani V – *Practical Cookery Level 2* (Hodder Education, 2010) ISBN 9781444112269

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

Foskett D, Ceserani V and Campbell J – *Foundation Practical Cookery* (Hodder Education, 2009) ISBN 9780340983997

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Wright J – *The Complete Book of Pasta* (Anness, 2010) ISBN 9781844768899

Wright J – *The Pasta Bible* (Anness, 2000) ISBN 9780754804017

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterer Search – hospitality news
www.cookeryclub.co.uk	Cookery Club – cookery information on the web
www.food.gov.uk	Food Standards Agency – Safer food, better business
www.freshpasta.com	Fresh Pasta – pasta, ravioli and sauces
www.nhs.uk/Livewell/Goodfood	NHS Choices – good food and healthy diet
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 12: Principles of Preparing, Cooking and Finishing Complex Cakes, Sponges, Biscuits and Scones

Unit reference number: Y/502/8275

Level: 3

Credit value: 2

Guided learning hours: 12

Unit aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish complex cakes, sponges, biscuits and scones including:

- Genoese
- rich fruit cakes
- joconde sponge biscuits
- savarin
- sable biscuits
- tuiles biscuits
- fresh gateaux
- chocolate torte
- hot plate scones.

Unit introduction

Cakes are traditionally sweet desserts in which the cake mixture (or cake batter) is baked in an oven. A cake batter mix usually comprises a combination of flour, eggs, sugar and fat with the occasional addition of a liquid or raising agent.

The first time a cake was recorded, dates back to the ancient Egyptians, with further evidence of cake baking by the ancient Romans and Greeks. They were often bread-like products sweetened with fruit or honey. Modern cakes developed from the fourteenth century onwards and particularly during the Industrial Revolution with significant advances in technology. These advances included the refinement of flour, increased oven reliability, a greater variety of baking vessels and the development of mass-production techniques.

This unit helps learners develop their knowledge of the principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones. Learners will be introduced to the correct tools and equipment to use when preparing these.

Learners will be taught the quality points in ingredients used for preparing complex cakes, sponges, biscuits and scones and the effects of various preparation and aeration methods on the end product.

They will be shown cooking methods for different types of complex cakes, sponges, biscuits and scones, and the appropriate temperatures for cooking them.

In line with Government guidance and contemporary practice, learners will be introduced to healthy eating considerations when cooking complex cakes, sponges, biscuits and scones.

Tutors will introduce learners to how to finish complex cakes, sponges, biscuits and scones; ways of identifying when these have the correct colour, flavour, texture and quantity; how to minimise common faults; how to control portions and minimise waste and how to store the cakes.

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 complex cakes, sponges, biscuits and scones	1.1 Describe the quality points in ingredients used for preparing complex cakes, sponges, biscuits and scones 1.2 Describe corrective actions if there are quality problems with ingredients 1.3 State the correct tools and equipment to use when preparing complex cakes, sponges, biscuits and scones 1.4 Explain the effects of various preparation and aeration methods on complex cakes, sponges, biscuits and scones 1.5 Explain how the choice of fat and flour relates to the end product 1.6 Describe preparation methods for complex cakes, sponges, biscuits and scones
2 Know how to cook complex cakes, sponges, biscuits and scones	2.1 Describe cooking methods for different types of complex cakes, sponges, biscuits and scones 2.2 State the temperatures for cooking complex cakes, sponges, biscuits and scones 2.3 State healthy eating considerations when cooking complex cakes, sponges, biscuits and scones

Learning outcomes	Assessment criteria
3 Know how to finish complex cakes, sponges, biscuits and scones	3.1 Identify when complex cakes, sponges, biscuits and scones have the correct colour, flavour, texture and quantity 3.2 Explain how to minimise common faults 3.3 Explain how to control portions and minimise waste 3.4 Describe finishing methods for complex cakes, sponges, biscuits and scones 3.5 Explain how to store complex cakes, sponges, biscuits and scones

Unit content

1 Know how to prepare complex cakes, sponges, biscuits and scones

Types of cakes, sponges, biscuits and scones: Genoese/light fatless; rich fruit cake/Dundee cake; joconde sponge biscuits; savarin; sablé biscuits; tuilés biscuits; fresh gateaux; chocolate torte; hot plate scones

Quality points in ingredients for cakes, sponges, biscuits and scones: appearance; colour; aroma/smell; texture; ingredients (flours, sugar, eggs, fat)

Corrective actions for quality problems with ingredients: ensuring ingredients are suitable (right quantity, quality, freshness); weighing and checking quality of delivered ingredients in front of the delivery person; returns to suppliers; correct disposal of unusable ingredients; seeking advice from appropriate person/s

Tools and equipment for preparing cakes, sponges, biscuits and scones: mixing bowls; wooden spoons; metal spoons; rubber spatulas; baking trays; whisks; wire cooling trays; measuring jugs; rolling pins; cutters; palette knives; piping bags; sieves; scales

Effects of preparation and aeration methods on cakes, sponges, biscuits and scones: cake sinking in the centre (too much aeration, too much liquid, undercooked, cake batter is knocked during baking); peaked top (toughened cake mixture, strong flour used for mixture, oven too hot and insufficient steam during baking); bound appearance (lack of aeration); sinking fruit (cake batter too soft to hold weight of fruit)

Choice of fat and flour effect on the end product: plain flour has a lower protein content than strong flour, producing a finer, shorter texture suitable for cakes, biscuits and scones; self-raising flour has a standard amount of raising agent already added to it, which is convenient for recipes that require raising agents; wholemeal flour adds more fibre and contributes to healthier eating practices; butter provides good flavour and gives a natural yellow colour; cake margarine gives cakes a good volume, an even structure and balanced crumb and texture

Preparation methods for cakes, sponges, biscuits and scones: weighing/measuring; creaming/beating; whisking; folding; rubbing in; greasing; glazing; portioning; piping; shaping; filling; rolling; lining; trimming/icing; spreading/smoothing; kneading; proving; dusting/dredging/sprinkling; mixing; coating; stacking; slicing; baking

2 Know how to cook complex cakes, sponges, biscuits and scones

Cooking methods for cakes, sponges, biscuits and scones: weighing/measuring; creaming/beating; whisking; folding; rubbing in; greasing; glazing; portioning; piping; shaping; filling; rolling; lining; trimming/icing; spreading/smoothing; kneading; proving; dusting/dredging/sprinkling; mixing; coating; stacking; slicing; baking; cooking according to the size and shape

Conventional oven cooking temperatures for cakes, sponges, biscuits and scones: rich fruit cakes or wedding cakes from 175°C; small sponge cakes (fairy, Swiss roll) 180°C; cake mixtures containing a high proportion of sugar at approximately 155°C; biscuits and scones 180–200°C

Healthy eating considerations for cakes, sponges, biscuits and scones: portioning; substituting/reducing ingredients (fat, sugar); increasing the fibre content of cakes, sponges, biscuits and scones mixtures

3 Know how to finish complex cakes, sponges, biscuits and scones

Correct colour, flavour, texture and quantity for cakes, sponges, biscuits and scones: golden crust; rich flavour; quality of crumb structure; the centre of a sponge should feel springy; right volume

Common faults in cakes, sponges, biscuits and scones: cake sinking in the centre; peaked top; bound appearance; sinking fruit

Minimising common faults in cakes, sponges, biscuits and scones: ensuring correct weights and ratios of ingredients; using correct preparation methods; stirring the mixture appropriately; right baking time and temperatures; using eggs at room temperature

Controlling portions and minimising waste: appropriate portion sizes; marking portions; weighing correct amounts; making to order; awareness of limitations of ingredients with regard to lifespan; calories per portion; healthy eating; consistency; minimising waste

Finishing methods for cakes, sponges, biscuits and scones: using prepared mixes; weighing/measuring; creaming/beating; whisking; folding; rubbing in; greasing; glazing; portioning; piping; shaping; baking; filling; rolling; lining; trimming/icing; spreading/smoothing; kneading; dusting/dredging/sprinkling; mixing; turning out baked cakes; cooling of baked cakes; decorating (decorations, fillings, toppings)

Storing cakes, sponges, biscuits and scones: storing in airtight containers (plastic boxes, metal tins); short-term storing (foil wrapping, greaseproof paper); refrigerating; storing biscuits and cakes separately; appropriate labelling; correct temperature

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones.

Where possible, the types of cakes, sponges, biscuits and scones listed in the unit content should be available for learners to see.

Much of the content of the unit, although theoretical, can be taught in a practical environment, such as a kitchen where the theory can be readily applied.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners need to be encouraged to undertake self-directed research.

For learning outcome 1, tutors must introduce learners to the basic science involved in the aeration process, as well as types and variety of aerated products contained in the unit content. Learners should be taught the main points that experienced chefs use to determine the quality, and consequently acceptability, of products for use in hospitality businesses. They should be shown how to identify the quality points in the ingredients for cakes, sponges, biscuits and scones as well as those in the finished products. Learners must be shown the different types of products that are available to use and their quality characteristics. They will also need to become familiar with the tools and equipment used in making cakes, sponges, biscuits and scones.

Learners need to be introduced to some of the safe working practices that reduce the risk of accidents to themselves and others, including correct food hygiene skills. They need to learn the correct practices for handling a range of key ingredients, such as flour, sugar, fat and liquids, as well as their correct and safe storage methods. Tutors should demonstrate what action to take if there are problems with the quality of products being used in order to safeguard potential consumers and maintain business standards.

Learners need to be taught different cooking methods and how to match a range of products to appropriate cooking methods and the correct tools and equipment to use.

For learning outcome 2, tutors can teach the main characteristics of each method of cookery and the effect of cooking on raw products, for example, changes to colour, texture and flavour. Learners must be taught ways to maximize the retention of products nutritional values when applying cooking principles. Serving food using the appropriate, clean serving equipment will also contribute to good kitchen practice.

For learning outcome 3, tutors must address the importance of finishing dishes to meet customers' expectations and business standards, including food safety aspects, correct portion size, correct taste/texture and appearance/presentation of products. Tutors must explain the correct temperature for storing these aerated products.

Healthy-eating options available when making these traditionally high fat and sugar products must also be considered.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Group discussion about complex cakes, sponges, biscuits and scones.
Tutors to show learners to how to prepare, cook and finish complex cakes, sponges, biscuits and scones.
Visits to hospitality businesses – learners identify the quality points in ingredients used for preparing complex cakes, sponges, biscuits and scones; corrective actions if there are quality problems with ingredients; the correct tools and equipment to use when preparing complex cakes, sponges, biscuits and scones; the effects of various preparation and aeration methods on complex cakes, sponges, biscuits and scones; choice of fat and flour relating to the end product, and preparation methods.
Interview a pastry chef to find out about cooking methods for different types of complex cakes, sponges, biscuits and scones; the temperatures for cooking these; healthy eating considerations when cooking them; when complex cakes, sponges, biscuits and scones have the correct colour, flavour, texture and quantity; how to minimise common faults; how to control portions and minimise waste; finishing methods; and how to store complex cakes, sponges, biscuits and scones.
Group discussion about healthy eating considerations when preparing, cooking and finishing complex cakes, sponges, biscuits and scones.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate tools and equipment that are up to date and in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

Berry M – *Mary Berry's Baking Bible* (BBC Books, 2009) ISBN 9781846077852

Campbell J, Foskett D and Ceserani V – *Practical Cookery, 11th Edition* (Hodder Education, 2008) ISBN 9780340948378

Other

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

Journals and magazines

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

Websites

www.bbcgoodfood.com/content/knowhow	BBC Good Food – how to cook
www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Cookery Club – cookery information of the web
www.food.gov.uk	Food Standards Agency – Safer food, better business
www.nhs.uk/Livewell/Goodfood	NHS Choices – good food and healthy diet
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 13: Principles of Preparing, Cooking and Presenting Complex Cold Products

Unit reference number: F/502/8318

Level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

This unit aims to provide learners with knowledge of how to produce complex cold products such as cooked meats, salads, farinaceous products, fish (whole and portioned), pâté, terrines and mousses. They will gain knowledge of the following preparation, cooking and finishing techniques:

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

Unit introduction

Complex cold products refers to any products that can be prepared cold or cooked and chilled to serve as a cold product. The complexity comes from combining ingredients, cooking in complex ways and finishing in complex ways. The skills and knowledge required crosses over a lot of savoury cooking methods and skills as a lot of savoury products can be chilled and served cold.

Learners will gain knowledge of different preparation and cooking methods when producing complex cold products, and corrective actions if there are quality problems with ingredients. They will learn about the importance of using the correct equipment and techniques when carrying out different preparation methods.

Learners will be taught the characteristics of finished complex cold products and the methods to minimise common faults in complex cold products.

Finishing and presentation of food is an important and valuable skill and learners will be taught how to finish complex cold products to make them more attractive to customers.

The presentation of buffets and cold products is often intricate and vibrant in colour to appeal to the people selecting and eating it. Learners will consider the garnishes used to present complex cold products and how they are used. They will also consider how to deal with unwanted products from the buffet table and how to store complex cold products.

In line with government guidance and contemporary practice, learners should be introduced to the basic principles of healthy eating and its associated benefits. Some of these basic considerations will be introduced to the teaching and applied to the making of complex cold products. There is opportunity to produce complex cold products in a healthier way by reducing saturated fats or finding alternatives to use and by increasing fibre using wholemeal farinaceous products. In addition to this, serving fresh, good quality fruit and vegetables can provide a good balance of fibre, vitamins and minerals.

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 complex cold products	1.1 Explain different preparation methods when preparing complex cold products 1.2 Describe corrective actions if there are quality problems with ingredients 1.3 Identify the tools and equipment used when carrying out different preparation methods 1.4 State the importance of using the correct equipment and techniques when carrying out different preparation methods
2 Know how to cook complex cold products	2.1 Describe different cooking methods for complex cold products 2.2 Describe the characteristics of finished complex cold products 2.3 Describe methods to minimise common faults in complex cold products 2.4 State healthy eating considerations when making complex cold products
3 Know how to present complex cold products	3.1 Describe the finishing methods for complex cold products 3.2 State garnishes used to present complex cold products 3.3 Describe how garnishes are used in the presentation of complex cold products 3.4 State how to deal with unwanted products from the buffet table 3.5 State how to store complex cold products

Unit content

1 Know how to prepare complex cold products

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

Preparation methods when preparing complex cold products: boiling; roasting; combination cooking methods; poaching (shallow and deep); baking; steaming; pressing and reforming; shaping and moulding; filleting; de-boning; skinning and trimming; blending/liquidising; rolling; carving; trussing and tying; mincing and processing; sieving

Corrective actions if there are quality problems with ingredients: ensuring ingredients are suitable (right quantity, quality, cut, trim); weighing and checking quality of delivered ingredients in front of the delivery person; returns to suppliers; correct disposal of unusable ingredients; menu requirements; seeking advice from appropriate person/s

Tools and equipment used when carrying out different preparation methods: chopping boards; knives; mixing bowls; roasting tins, baking trays; moulds; pepper mills; colanders; blenders; processors; serving dishes; storage containers; garnishing tools

Importance of using the correct equipment and techniques for different preparation methods: avoiding accidents; achieving best results of food after preparation; aeration; setting; consistency of shape and size

2 Know how to cook complex cold products

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

Characteristics of finished complex cold products: appearance; aroma; taste; texture

Common faults in complex cold products: ingredient ratio; portion size; colour; seasoning; consistency

Minimising common faults in complex cold products: seasoning/texture/consistency/colour; using good quality ingredients; cooking at correct temperature and timing; correct proportion of ingredients; following business standards; using correct tools and equipment; using correct preparation and cooking methods; producing good quality sauces and garnishes; portioning

Healthy eating considerations when making complex cold products: substituting ingredients; olive oil/polyunsaturated fats; low fat cheese; low salt; using complex carbohydrates; controlled portion size; serving with fresh vegetables/salads; increasing levels of fibre, vitamins and minerals

3 **Know how to present complex cold products**

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

Garnishes used to present complex cold products: salads; vegetables and fruit; dairy products

How garnishes are used in the presentation of complex cold products: visual appearance; contrasting colours; setting off products; adding texture

Dealing with unwanted products from the buffet table: correct disposal of unusable commodities; avoiding contamination

Storing complex cold products: storing in a plastic bag or in a covered bowl in the refrigerator; storing in a freezer bag or in an airtight container in the freezer; ensuring food safety; correct temperature; appropriate labelling

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to gain knowledge of a wide range of complex cold products.

Where possible, types of complex cold products listed in the unit content should be available for learners to see.

Much of the content of the unit, although theoretical, can be taught in a practical environment, such as a kitchen, where the theory can be readily applied.

Visiting local hospitality businesses would benefit learners as they could observe a larger scale of production and consistency of production from professionals in the industry. This could also enable learners to question or gain professional advice about techniques and practices.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners need to be encouraged to undertake self-directed research.

The delivery of this unit will benefit from being practical in content as it should enable learners to gain understanding through doing. Demonstrating a range of different cold products to learners will make methods and ingredients and the way they are combined clearer. These demonstrations could be undertaken by the tutor or a guest chef or cook.

Learners will need to gain the practical skills which will also extend their knowledge of ingredients and methods of cooking. Learners will benefit from producing a range of different cold products and could possibly produce more than one product in a practical lesson.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Group discussion on the preparation, cooking and presentation of cold products.
Demonstration or video presentation of the cooking of a range of cold products – this could include the characteristics of finished complex cold products.
Demonstration or video on presentation of a range of cold products – this could include storage of complex cold products.
Group discussion of healthy eating considerations when making complex cold products.

Topic and suggested activities
Tutors to introduce learners to garnishes used to present complex cold products, how garnishes are used in the presentation of complex cold products, and how to deal with unwanted products from the buffet table.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate large and small specialist professional equipment that is up-to-date and in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

Campbell J, Foskett D and Ceserani V – *Practical Cookery, 11th Edition* (Hodder Education, 2008) ISBN 9780340948378

Campbell J, Rippington N, Foskett D and Ceserani V – *Practical Cookery Level 2* (Hodder Education, 2010) ISBN 9781444112269

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

Foskett D, Ceserani V and Campbell J – *Foundation Practical Cookery* (Hodder Education, 2009) ISBN 9780340983997

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Cookery Club – cookery information on the web
www.food.gov.uk	Food Standards Agency – safer food, better business
www.nhs.uk/Livewell/Goodfood	NHS Choices – good food and healthy diet
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 14: Principles of Preparing, Cooking and Finishing Complex Hot Desserts

Unit reference number: K/502/8328

Level: 3

Credit value: 2

Guided learning hours: 9

Unit aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish complex hot desserts including:

- hot soufflés
- paste-based desserts
- fruit-based desserts
- sponge-based desserts.

Unit introduction

There are many different types of hot dessert and many ways of preparing, cooking and finishing them. Some desserts are difficult to cook and some far more simple to prepare and cook.

Hot desserts are not reserved purely for winter menus as they can be desirable for guests or customers all year round. The aroma of a hot or warm dessert can be very appealing. Textures vary from soft sponges and pastries to more liquid gelatinous sauces or custards.

Learners will gain knowledge of the principles of producing complex hot desserts. They will learn about the quality points in the ingredients, how to control portions and cooking methods for hot desserts. Learners will be taught the effects of temperatures on ingredients, the correct tools and equipment for preparing complex hot desserts, as well as the types of problem which may occur when preparing hot desserts.

Learners will look at the cooking and finishing methods for complex hot desserts along with the quality points relating to the finished product. They will learn about the types of problem which may occur when cooking hot desserts and how to deal with problems when finishing complex hot desserts.

In line with government guidance and contemporary practice, learners should be introduced to the basic principles of healthy eating and its associated benefits. Some of these basic considerations will be introduced to the teaching and applied to the preparation and cooking of complex hot desserts.

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 desserts	1.1 Describe the quality points in the ingredients 1.2 Explain how to control portions 1.3 Describe cooking methods for hot desserts 1.4 Explain the effects of temperatures on ingredients 1.5 State the correct tools and equipment for preparing complex hot desserts 1.6 Explain the types of problem which may occur when preparing hot desserts
2 Know how to cook complex hot desserts	2.1 Describe cooking methods for different types of complex hot desserts 2.2 State the quality points relating to the finished product 2.3 State healthy eating considerations when cooking complex hot desserts
3 Know how to finish complex hot desserts	3.1 Describe finishing methods for complex hot desserts 3.2 Describe the types of problem which may occur when cooking hot desserts 3.3 Explain how to deal with problems when finishing complex hot desserts

Unit content

1 Know how to prepare hot desserts

Hot desserts: hot soufflés; paste based; fruit based desserts; sponge based desserts

Quality points in the ingredients: consistency; colour; texture; flavour

Controlling portions: appropriate portion sizes; marking portions; weighing correct amounts; making to order; awareness of limitations of ingredients with regards to lifespan; calories per portion; healthy eating; consistency; minimising waste

Cooking methods for hot desserts: steaming; deep fat frying; Bain Marie; baking; microwaving; avoiding accidents

Effects of temperatures on ingredients: achieving the correct appearance, texture, flavour; ensuring food safety

Preparation methods for hot desserts: creaming; folding; aeration; use of moulds; incorporating fat; separation/combining of colours/flavours/ingredients

Tools and equipment for preparing complex hot desserts: mixing bowls; wooden spoons; metal spoons; rubber spatulas; baking trays; pans; whisks; wire cooling trays; measuring jugs; rolling pins; cutters; palette knives; piping bags; sieves; scales; ovens; microwave ovens; avoiding accidents

Problems which may occur when preparing hot desserts: spillage over the sides of the pan; sinking in the centre (too much aeration, too much liquid, undercooked, cake batter is knocked during baking); peaked top products (toughened cake mixture, strong flour used for mixture, oven too hot and insufficient steam during baking); bound appearance (lack of aeration)

2 Know how to cook complex hot desserts

Cooking methods for different types of complex hot desserts: steaming; deep fat frying; Bain-Marie; baking; microwaving; avoiding accidents

Quality points relating to the finished product: appearance; consistency; colour; texture; flavour; aroma

Healthy-eating considerations when cooking complex hot desserts: portioning; substituting/reducing ingredients (fat, sugar); increasing the fibre content of hot desserts

3 **Know how to finish complex hot desserts**

Finishing methods for complex hot desserts: gratinating; cooling; piping; demoulding; glazing; portioning

Problems which may occur when cooking hot desserts: spillage over the sides of the pan; sinking in the centre (too much aeration, too much liquid, undercooked, cake batter is knocked during baking); peaked top products (toughened cake mixture, strong flour used for mixture, oven too hot and insufficient steam during baking); bound appearance (lack of aeration)

Dealing with problems when finishing complex hot desserts: ensuring correct weights and ratios of ingredients; using correct finishing methods; stirring the mixture appropriately; correct time and temperatures

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to gain knowledge of a wide range of complex hot desserts.

Visiting local hospitality businesses would benefit learners as they could observe a larger scale of production and consistency of production from professionals in the industry. This could also enable learners to question or gain professional advice about techniques and practices.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners need to be encouraged to undertake self-directed research.

The delivery of this unit will benefit from being practical in content as it should enable learners to gain understanding through doing. Demonstrating a range of different complex hot desserts to learners will make methods and ingredients and the way they are combined clearer. These demonstrations could be undertaken by the tutor or a guest chef or cook.

Learners will need to gain the practical skills which will also extend their knowledge of ingredients and methods of cooking. Learners will benefit from producing a range of different complex hot desserts and could possibly produce more than one product in a practical lesson.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Group discussion on the preparation, cooking and finishing of complex hot desserts.
Tutors to introduce learners to the correct tools and equipment for preparing complex hot desserts.
Demonstration or video presentation of the cooking of a range of complex hot desserts – this could include the quality points relating to the finished product.
Demonstration or video presentation of the finishing of a range of complex hot desserts – this could include the types of problem which may occur when cooking hot desserts and how to deal with problems when finishing complex hot desserts.

Topic and suggested activities
Group discussion of healthy eating considerations when cooking complex hot desserts.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate large and small specialist professional equipment that is up to date and in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

Berry M – *Mary Berry's Baking Bible* (BBC Books, 2009) ISBN 9781846077852

Campbell J, Foskett D and Ceserani V – *Practical Cookery, 11th Edition* (Hodder Education, 2008) ISBN 9780340948378

Campbell J, Rippington N, Foskett D and Ceserani V – *Practical Cookery Level 2* (Hodder Education, 2010) ISBN 9781444112269

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

Foskett D, Ceserani V and Campbell J – *Foundation Practical Cookery* (Hodder Education, 2009) ISBN 9780340983997

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Other

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Cookery Club
www.food.gov.uk	Food Standards Agency – Safer food, better business
www.nhs.uk/Livewell/Goodfood	NHS Choices – good food and healthy diet
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 15: Principles of Preparing, Cooking and Finishing Complex Cold Desserts

Unit reference number: F/502/8254

Level: 3

Credit value: 2

Guided learning hours: 9

Unit aim

This unit aims to provide learners with knowledge of how to prepare, cook and finish complex cold desserts including cheesecake, mousses, meringues and sorbets. They will cover a range of preparation, cooking, processing and finishing techniques.

Unit introduction

The dessert is the course, predominantly sweet, in western culture that traditionally comes at the end of a meal. Cold desserts are rich in flavour and intended to be consumed in moderation due to often high sugar and/or fat content. They are often brightly coloured and highly decorative with great skill and technique required to produce them.

Ancient civilisations enjoyed fruits and nuts covered in honey at the end of a meal. The ancient Chinese invented the first cold dessert as far back as 3000 BC in the form of flavoured ice which developed into the ice cream and sorbets we know today. Desserts have progressed to become part of meals following on from savoury main meals.

Learners will gain knowledge of the principles of producing complex cold desserts. They will learn about preparation, cooking and finishing methods when producing complex cold desserts. Learners will be taught the corrective actions if there are quality problems with ingredients and the importance of using the correct equipment and techniques when carrying out different preparation methods.

Learners will consider the characteristics of finished complex cold desserts and methods to minimise common faults in complex cold desserts. They will also learn how to identify when complex cold desserts meet dish requirements for colour, flavour, texture and finish.

In line with government guidance and contemporary practice, learners should be introduced to the basic principles of healthy eating and its associated benefits. Some of these basic considerations will be introduced to the teaching and applied to the preparation and cooking of complex cold desserts.

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 complex cold desserts	1.1 Describe preparation methods when preparing complex cold desserts 1.2 Describe corrective actions if there are quality problems with ingredients 1.3 Identify the tools and equipment used when carrying out different preparation methods 1.4 State the importance of using the correct equipment and techniques when carrying out different preparation methods
2 Know how to cook complex cold desserts	2.1 Describe different cooking methods for complex cold desserts 2.2 Describe the characteristics of finished complex cold desserts 2.3 Describe methods to minimise common faults in complex cold desserts 2.4 State healthy eating considerations when making complex cold desserts
3 Know how to finish complex cold desserts	3.1 Explain how to identify when complex cold desserts meet dish requirements for colour, flavour, texture and finish 3.2 Describe finishing methods for complex cold desserts

Unit content

1 Know how to prepare complex cold desserts

Cold desserts: egg based set; mousses/cold soufflés; meringue based; cheesecake; paste based goods; fruit/crème bavares; ice cream based/sorbet based

Preparation methods when preparing complex cold desserts: creaming; aeration; combining; sieving/passing; puréeing; folding; addition of colours/flavours; straining

Corrective actions if there are quality problems with ingredients: ensuring ingredients are suitable (right quantity, quality, cut, trim); weighing and checking quality of delivered ingredients in front of the delivery person; returns to suppliers; correct disposal of unusable ingredients; menu requirements; seeking advice from appropriate person/s

Tools and equipment used when carrying out different preparation methods: mixing bowls; wooden spoons; metal spoons; rubber spatulas; baking trays; pans; whisks; wire cooling trays; measuring jugs; rolling pins; cutters; palette knives; piping bags; sieves; scales; ovens; microwave ovens; moulds; apple corers; peelers; zesters

Importance of using the correct equipment and techniques when carrying out preparation methods: avoiding accidents; achieving best results of food after cooking; enabling quick and efficient work

2 Know how to cook complex cold desserts

Cooking methods for complex cold desserts: poaching; baking; boiling; steaming

Processing methods for complex cold desserts: demoulding; freezing; refrigeration; chilling

Characteristics of finished complex cold desserts: appearance; consistency; colour; texture; flavour; aroma; correct temperature

Common faults in complex cold desserts: ingredient ratio; portion size; colour; seasoning; consistency

Minimising common faults in complex cold desserts: ensuring correct weights and ratios of ingredients; using correct cooking methods; stirring the mixture appropriately; correct time and temperatures

Healthy eating considerations when making complex cold desserts: portioning; substituting/reducing ingredients (fat, sugar); increasing the fibre content of cold desserts

3 **Know how to finish complex cold desserts**

Identifying when complex cold desserts meet dish requirements for colour, flavour, texture and finish: appearance; consistency; flavour; aroma

Finishing methods for complex cold desserts: cooling; stacking; glazing; filling; portioning; cutting; piping

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to gain knowledge of a wide range of complex cold desserts.

Visiting local hospitality businesses would benefit learners as they could observe a larger scale of production and consistency of production from professionals in the industry. This could also enable learners to question or gain professional advice about techniques and practices.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners need to be encouraged to undertake self-directed research.

The delivery of this unit will benefit from being practical in content as it should enable learners to gain understanding through doing. Demonstrating a range of different complex cold desserts to learners will make methods and ingredients and the way they are combined clearer. These demonstrations could be undertaken by the tutor or a guest chef or cook.

Learners will need to gain the practical skills which will also extend their knowledge of ingredients and methods of cooking. Learners will benefit from producing a range of different complex cold desserts and could possibly produce more than one product in a practical lesson.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Group discussion on the preparation, cooking and finishing of complex cold desserts.
Tutors to introduce learners to the correct tools and equipment for preparing complex cold desserts.
Demonstration or video presentation of the cooking of a range of complex cold desserts – this could include the characteristics of finished complex cold desserts.
Demonstration or video presentation of the finishing of a range of complex cold desserts – this could include how to identify when complex cold desserts meet dish requirements for colour, flavour, texture and finish.

Topic and suggested activities
Group discussion of healthy eating considerations when making complex cold desserts.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate large and small specialist professional equipment that is up-to-date and in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

Berry M – *Mary Berry's Baking Bible* (BBC Books, 2009) ISBN 9781846077852

Campbell J, Foskett D and Ceserani V – *Practical Cookery, 11th Edition* (Hodder Education, 2008) ISBN 9780340948378

Campbell J, Rippington N, Foskett D and Ceserani V – *Practical Cookery Level 2* (Hodder Education, 2010) ISBN 9781444112269

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

Foskett D, Ceserani V and Campbell J – *Foundation Practical Cookery* (Hodder Education, 2009) ISBN 9780340983997

Harris H and Borella S – *All About Ices, Jellies and Creams* (Kegan Paul, 2005) ISBN 9780710307248

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Other

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

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Cookery Club
www.food.gov.uk	Food Standards Agency – safer food, better business
www.nhs.uk/Livewell/Goodfood	NHS Choices – good food and healthy diet
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 16: The Principles of Food Safety Supervision for Catering

Unit reference number: K/502/3775

Level: 3

Credit value: 3

Guided learning hours: 25

Unit aim

The aim of the unit is to ensure that candidates are trained in accordance with regulation (EC) no 853/2004 of the European Parliament and of the Council of 29 April 2004. These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

Unit introduction

This unit introduces learners to kitchen organisation and food safety, two very important aspects of the hospitality industry. Appropriate kitchen organisation ensures effective workflow within a safe and hygienic environment, while the importance of correct food storage must be highlighted to ensure that learners are aware of both safety and legal compliance issues.

In this unit learners will look at the role that production systems play in kitchen organisation. This will include cook to order, cook-chill and cook-freeze, as well as centralised production and satellite systems. Staff organisation covers topics such as traditional brigades, modern-day brigades and the chef de partie system.

Learners will consider the ways in which correct food storage systems, procedures and appropriate record keeping and documentation contribute to kitchen organisation and food safety. The supervisory aspects of kitchen organisation and food safety are a significant part of the unit, and learners will explore the relevance of current food safety legislation and its importance for staff, customers and businesses.

Learners will learn to identify common workplace health, safety and security hazards in kitchen situations, relating to equipment, hazardous substances, fires, contamination and infestation. Learners will be required to determine realistic control measures to reduce or eliminate the risk of injury or illness arising from the hazards.

Learners will be taught how to identify potential safety hazards, and learn how to communicate essential information about food safety and kitchen organisation.

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 role of the supervisor in ensuring compliance with food safety legislation	1.1 Summarise the importance of food safety management procedures 1.2 Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance 1.3 Outline how the legislation is enforced
2 Understand the application and monitoring of good hygiene practice	2.1 Explain the importance of, and methods for, temperature control 2.2 Explain procedures to control contamination and cross-contamination 2.3 Justify the importance of high standards of personal hygiene 2.4 Explain procedures for cleaning, disinfection and waste disposal 2.5 Outline requirements relating to the design of food premises and equipment 2.6 Describe the importance of, and methods for, pest control
3 Understand how to implement food safety management procedures	3.1 Describe the importance to food safety of microbial, chemical, physical and allergenic hazards 3.2 Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions 3.3 Explain the requirements for monitoring and recording food safety procedures 3.4 Describe methods for, and the importance of, evaluating food safety controls and procedures

Learning outcomes	Assessment criteria
4 Understand the role of the supervisor in staff training	4.1 Explain the requirements for induction and on-going training of staff 4.2 Explain the importance of effective communication of food safety procedures

Unit content

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

Production systems: cook to order; cook-chill; cook-freeze; regeneration; centralised production and satellite systems; organisation of each kitchen system and the suitability for particular businesses; cost and feasibility implications of each system to a business

Staff organisation: traditional brigades; modern-day brigades; chef de partie system; teams; sole worker; support staff (kitchen porter, still room)

Resources: equipment; layout; size

Measures to ensure legislation compliance and maintaining health, safety and security: cost effectiveness; time; size of business (number of staff and customers)

Compliance: importance (to the business, to staff, to customers); statutory obligations (legislation, regulations); employer/employee responsibilities; Food Standards Agency; voluntary measures (guidance documents, industry/business codes of practice); consequences of non-compliance; regulatory bodies and agencies

Key laws and regulations: food hygiene regulations, including temperature control; food labelling regulations; food standards legislation; hazard analysis critical control point (HACCP) procedures; risk assessment legislation; food premises registration regulations; health and safety at work; substances hazardous to health; working time regulations; lifting safely; data protection; fire protection; providing the correct work equipment; personal protective equipment (PPE); reporting of accidents and serious incidents; food storage

Health and safety: purpose of; importance to the business, employees, customers

Security hazards: theft (information, money, stock, equipment, personal property, business property); unattended luggage; fraud; bomb threats; minor incidents: accidents (slips, trips and falls); illness; violence (assault); other guest incidents

2 Understand the application and monitoring of good hygiene practice

Good practice in food hygiene: temperature control; procedures to control contamination (physical, biological, chemical, allergenic) and cross-contamination (direct, indirect); personal hygiene; cleaning and disinfection; workplace and equipment design; waste disposal; pest control

Resources: staff; materials; equipment

Analysis: hygiene monitoring; HACCP; risk assessment; workflow efficiency

Influencing factors: production systems; equipment; food safety; staff training; kitchen design; layout

Features of typical risk assessment: identify hazards; decide who might be harmed and how; evaluate level of risk and decide if existing precautions are adequate; record findings; review and, if necessary, revise assessment

Relevant situations for risk assessments in hospitality: areas in hospitality businesses (bar, restaurant, kitchen, housekeeping)

3 **Understand how to implement food safety management procedures**

Food storage: types (dry store, refrigerator, freezer); containers; storage areas (design, layout, cleanliness); techniques and requirements for monitoring, maintaining and recording food safety and quality of food (audit, stock rotation, checklists, monitoring)

Procedures: goods and commodities (receiving, monitoring, storing, labelling, issuing); security; methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions; measures for improvement

Record keeping and documentation: computerised systems; bin cards; stores ledger; order book; stock sheets; delivery notes; invoices and statements

4 **Understand the role of the supervisor in staff training**

The role of the supervisor in staff training: functions (providing leadership and collaborative direction to staff, being a team leader, ensuring staff have the human and physical resources to undertake their work in an efficient manner, supervisors' responsibilities)

Communication methods: methods (training sessions, training materials, staff meetings, appraisal, notice boards, staff newsletters); signs and notices; importance of effective communication

Sources of information and advice: safety officer; Health and Safety Executive; local authorities; safety committees; professional bodies; government departments; published sources; education and training courses; requirements for staff induction and training

Systems: temperature monitoring and recording; HACCP monitoring; risk assessment; hygiene and compliance monitoring

Essential guidance for tutors

Delivery

This unit makes an important contribution to the supervisory aspects of kitchen organisation and health and safety in the hospitality industry. While the unit will cover the theory of kitchen organisation and supervising health and safety in the hospitality industry, it should, wherever possible, be related to practical industrial working environments.

A programme of guest speakers would help provide the industrial overview that learners need to gain. Organised visits to different hospitality businesses are essential in enabling learners to identify key safety and business issues. The visits should be sufficiently varied to ensure learners can compare specific requirements for various types of businesses. Learners can use work-based experience to evidence particular business systems and health and safety practices. Case studies would complement the work experience and assist learners in understanding the importance of appropriate kitchen organisation and health and safety.

Learners must be supported in their research and investigations, and should be given the opportunity to discuss their findings with peers and tutors. This approach will help learners to develop their presentation and evaluation skills.

Learners should have the opportunity to observe a range of workflow situations through industrial visits to ensure they understand the implications and influences that can affect good practice.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Tutor-led discussion about the importance of food safety management procedures.
Guest speaker to give a talk about the responsibilities of employers and employees in respect of food safety legislation and measures to ensure legislation compliance and maintaining health, safety and security.
Tutor-led discussion about key laws and regulations.
Visit to see a large-scale production system to find out about the management and day-to-day running of such an operation. To see the range and scale of equipment in a real situation and to view the volume of food stuff being used and resources required in production systems.
Group discussion about good practice in food hygiene.
Tutor-led discussion about requirements relating to the design of food premises and equipment.

Topic and suggested activities
Tutor-led discussion about risk assessment and how to undertake one.
Group discussion about managing food safety hazards in a kitchen.
Tutor-led discussion about record keeping and documentation.
Tutor-led discussion about the role of the supervisor in staff training, communication methods, sources of information and advice and systems employed within a food production situation to manage the safety of food.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate large and small specialist professional equipment that is up to date and in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

Campbell J, Foskett D and Ceserani V – *Practical Cookery, 11th Edition* (Hodder Education, 2008) ISBN 9780340948378

Campbell J, Rippington N, Foskett D and Ceserani V – *Practical Cookery Level 2* (Hodder Education, 2010) ISBN 9781444112269

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

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Foskett D, Ceserani V and Campbell J – *Foundation Practical Cookery* (Hodder Education, 2009) ISBN 9780340983997

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Further reading

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

Starting up: Your first steps to running a catering business 2007 – The Food Standards Agency

Journals

Caterer and Hotelkeeper – Reed Business Information

Croner's Catering Magazine – Croner Publications

Voice of the BHA – British Hospitality Association

CD ROM

Practical Food Hygiene – Croner Publications

Websites

www.catersource.com	Catersource – Education, products and news for caterers – Education, products news for caterers
www.food.gov.uk	The Food Standards Agency
www.hospitalityassured.co.uk	The Institute of Hospitality – Standard for service and business excellence
www.hse.gov.uk/catering	Health and Safety Executive
www.instituteofhospitality.org	Institute of Hospitality – Professional body for hospitality, leisure and tourism industries
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

Please contact:

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

Telephone: 01895 817000
Email: info@people1st.co.uk
Website: www.people1st.co.uk

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the hospitality industry

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

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

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

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Bangladeshi Cuisine) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine)	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine) Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine) Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine) Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)	
1		Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry Pearson BTEC Level 1 Award in General Front Office Operations Pearson BTEC Level 1 Award in General Housekeeping Operations Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry Pearson BTEC Level 1 Certificate in General Food and Beverage Service Pearson BTEC Level 1 Certificate in General Cookery	Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry Pearson BTEC Level 1 Award in General Front Office Operations Pearson BTEC Level 1 Award in General Housekeeping Operations Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry Pearson BTEC Level 1 Certificate in General Food and Beverage Service Pearson BTEC Level 1 Certificate in General Cookery	Pearson Level 1 NVQ Certificate in Hospitality Services Pearson Level 1 NVQ Certificate in Food Preparation and Cooking Pearson Level 1 NVQ Certificate in Food and Beverage Service Pearson Level 1 NVQ Certificate in Accommodation Services

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

Annexe B

Wider curriculum mapping

Pearson BTEC Level 3 qualifications give 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 this qualification 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

Learners undertaking this qualification 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

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) against the underpinning knowledge of the Level 3 NVQs in Professional Cookery.

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	9	10	11	12	13	14	15	16
Level 3 NVQs Professional Cookery																
HSL2	#															
HSL4		#														
2GEN3/09									#							
3FP1/10					#											
3FP3/10						#										
3FP4/10							#									
3FP5/10						#										
3FC1/10					#											
3FC3/10						#										

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
3FC4/10							#									
3FC5/10						#										
3FC6/10								#								
3FPC1/10			#													
3FPC2/10										#						
3FPC3/10											#					
3FPC5/10												#				
3FPC6/10												#				
3FPC7/10												#				
3FPC8/10												#				
3FPC9/10													#			
3FPC11/10				#												
3FPC12/10														#		
3FPC13/10															#	
3FPC14/10												#		#	#	
2PR17			#	#	#	#	#	#		#		#	#	#	#	
HSL30		#							#							#
PERR/10	#															

Annexe D

Unit mapping overview

Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) legacy (specification end date 31/07/2011)/new version of the Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (specification start date 01/04/2011).

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Unit 1	F							
Unit 2		F						
Unit 3			F					
Unit 4				F				
Unit 5					F			
Unit 6						F		
Unit 7							F	
Unit 8								F
Unit 9		P	P	P	P	P	P	P
Unit 10			P					
Unit 11		P	P		P	P	P	P
Unit 12		P						
Unit 13		P		P				
Unit 14		P						
Unit 15		P						
Unit 16		P						

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe E

Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website – see: qualifications.pearson.com.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
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.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Performance tables	This qualifications is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on regulation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.

Title	The accredited title of the qualification.
UCAS points	This qualification is listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe F

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

September 2017

**For information about Edexcel, BTEC or LCCI qualifications visit
qualifications.pearson.com**

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