

# **SVQ in Professional Cookery at SCQF Level 5**

# **SVQ in Professional Cookery at SCQF Level 6**

## **Scottish Vocational Qualifications**

Specification

First registration July 2017

## **Edexcel, BTEC and LCCI qualifications**

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# 1 Introducing Scottish Vocational Qualifications

## What are Scottish Vocational Qualifications?

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Scottish Vocational Qualifications (SVQs) are work-based qualifications that give candidates the opportunity to develop and demonstrate their competence in the area of work or job role to which a particular qualification relates. SVQs are benchmarks of competence so they work as a guarantee that the person who holds an SVQ can do the job the qualification covers.

SVQs are based on national standards for the appropriate sector, which are drawn up by people from industry, commerce and education. These national standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

SVQs allow flexible delivery that meets the individual candidate's needs. They are suitable for those in employment and for those who are studying at college and have a part-time job or access to a substantial work placement in order to demonstrate the competencies required for work.

Most candidates will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

## Levels and sizes of SVQs

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SVQs are recognised on the Scottish Credit and Qualifications Framework (SCQF), Scotland's national qualifications framework. The SCQF uses two measures to describe qualifications within the framework:

- level, and
- credit points.

'Level' indicates the level of difficulty and complexity of a qualification based on a single set of level descriptors that outline the general outcomes of learning at each SCQF level. The SCQF has 12 levels ranging from SCQF Level 1 up to SCQF Level 12. SVQs are available from SCQF Level 4 up to SCQF Level 11.

At SCQF Level 5 and above SVQs are recognised as the mandatory competence component of Modern Apprenticeships and, where appropriate, can also contribute to Graduate Level Apprenticeships. Full SVQs or units of SVQs from SCQF Level 4 are used within Foundation Apprenticeships which enable progression to Modern or Graduate Level Apprenticeships. For those who wish to take a work-based qualification, SVQs can be delivered as stand-alone qualifications outside of Apprenticeship frameworks.

'Credit points' indicate the size of a qualification by showing how much time it takes, on average, to complete. The number of credit points allocated is determined by the amount of time that an average candidate at a specified level might expect to take to achieve all the outcomes of a qualification. The SCQF works on the basis that one credit point represents the amount of learning achieved through a notional 10 hours of learning time, which includes everything a candidate has to do to achieve a qualification, including the assessment. There is no fixed number of credit points required for SVQs so they can be of varying sizes to reflect the specific needs of different sectors and occupations.



## 2 Qualification summary and key information

Qualification title	SVQ in Professional Cookery at SCQF Level 5
Qualification code	GM5M 45
Operational start date	01/07/2017
Minimum age	16
Number of required units	12
Credit points	33-51
Assessment	Portfolio of Evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before candidates register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i> ).
Funding	<p>Details of funding approval are available from Skills Development Scotland at: <a href="http://www.skillsdevelopmentScotland.co.uk">www.skillsdevelopmentScotland.co.uk</a></p> <p>and</p> <p>the Scottish Funding Council at: <a href="http://www.sfc.ac.uk">www.sfc.ac.uk</a></p> <p>Information is also available on the Scottish Qualifications Authority (SQA) website: <a href="http://www.sqa.org.uk">www.sqa.org.uk</a></p>

Qualification title	SVQ in Professional Cookery at SCQF Level 6
Qualification code	GM5N 46
Operational start date	01/07/2017
Minimum age	16
Number of required units	12
Credit points	45-72
Assessment	Portfolio of Evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before candidates register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i> ).
Funding	Details of funding approval are available from Skills Development Scotland at: <a href="http://www.skillsdevelopmentscotland.co.uk">www.skillsdevelopmentscotland.co.uk</a> and the Scottish Funding Council at: <a href="http://www.sfc.ac.uk">www.sfc.ac.uk</a> Information is also available on the Scottish Qualifications Authority (SQA) website, : <a href="http://www.sqa.org.uk">www.sqa.org.uk</a>

The qualification title, unit titles and qualification code will appear on each candidate's final certificate. Centres should tell candidates this when recruiting them and registering them with Pearson. There is more information on certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 3 Qualification rationale

### Qualifications objectives

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The SVQ in Professional Cookery at SCQF Level 5 is for candidates who work in or who want to work in the Hospitality sector.

The qualification gives candidates the opportunity to:

- develop and demonstrate competence as a cook or kitchen assistant
- develop technical skills, knowledge and understanding related to the specified job roles such as maintaining food safety in a kitchen environment, health and safety, know how to handle knives and prepare and cook vegetables, fish, pasta etc.
- have existing skills and knowledge recognised
- achieve a nationally-recognised Level 5 qualification
- develop personal growth and engagement in learning such as working effectively as part of a team.

The SVQ in Professional Cookery at SCQF Level 6 is for candidates who work in or who want to work in the Hospitality sector.

The qualification gives candidates the opportunity to:

- develop and demonstrate competence as a hospitality supervisor, team leader, unit manager or chef
- develop technical skills and knowledge and understanding related to the specified job roles, such as maintaining food safety in the kitchen and health and safety, hygiene and security of the working environment, preparing and cooking complex vegetarian, meat and fish dishes
- have existing skills and knowledge recognised
- achieve a nationally-recognised Level 6 qualification
- develop personal growth and engagement in learning, such as developing productive working relationships with colleagues and contributing to the control of resources.

## **Relationship with previous qualifications**

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The SVQ in Professional Cookery at SCQF Level 5 is a replacement for the SVQ 2 in Professional Cookery at SCQF Level 5.

The SVQ in Professional Cookery at SCQF Level 6 is a replacement for the SVQ 3 in Professional Cookery at SCQF Level 6.

## **Apprenticeships**

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The SVQ in Professional Cookery at SCQF Level 5 is the mandatory component for the Modern Apprenticeship in Hospitality - Professional Cookery.

The SVQ in Professional Cookery at SCQF Level 6 is the mandatory component for the Modern Apprenticeship in Hospitality - Hospitality Supervision and Leadership.

## **Progression opportunities**

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Candidates who achieve the SVQ in Professional Cookery at SCQF Level 5 can progress to SVQ in Professional Cookery at SCQF Level 6, and into employment in the hospitality sector.

Candidates who achieve the SVQ in Professional Cookery at SCQF Level 6 can progress to SVQ in Hospitality Supervision and Leadership at SCQF level 7, and into employment in the hospitality sector.

## **Industry support and recognition**

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These qualifications are supported by People 1<sup>st</sup>, the Sector Skills Council for Hospitality.

## **Relationship with National Occupational Standards**

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These qualifications are based on the National Occupational Standards (NOS) in Hospitality, which were set and designed by People 1<sup>st</sup>, the Sector Skills Council for the sector.

## 4 Qualification structures

### SVQ in Professional Cookery at SCQF Level 5

The candidate will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	33
Number of mandatory units that must be achieved	4
Number of optional units that must be achieved	8

Unit	SQA unit code	Mandatory units	Credit points	SCQF Level
1	PPL1GEN1	Maintain health and safety in hospitality	3	4
2	PPL1GEN4	Work effectively as part of a hospitality team	2	4
3	PPL2GEN3	Maintain and handle knives	2	5
4	PPL2GEN4	Maintain food safety in a kitchen environment	5	5
Unit	SQA unit code	Optional units	Credit points	SCQF Level
Group A: Candidates must take 2 units				
5	PPL2PC1	Prepare vegetables for basic dishes	3	5
6	PPL2PC3	Prepare fish for basic dishes	5	5
7	PPL2PC5	Prepare shellfish for basic dishes	5	5
8	PPL2PC7	Prepare meat for basic dishes	4	5
9	PPL2PC9	Prepare poultry for basic dishes	4	5
10	PPL2PC11	Prepare game for basic dishes	4	5
11	PPL2PC13	Prepare offal for basic dishes	3	6
12	PPL2PC16	Prepare, cook and finish basic hot sauces	4	5
13	PPL2PC17	Prepare, cook and finish basic soups	4	5
14	PPL2PRD5	Cook-chill food	2	5
15	PPL2PRD6	Cook-freeze food	2	5

Unit	SQA unit code	Optional units	Credit points	SCQF Level
Group B: Candidates must take 5 units				
16	PPL1PC12	Cook and finish simple bread and dough products	3	4
17	PPL2PC2	Cook and finish basic vegetable dishes	5	5
18	PPL2PC4	Cook and finish basic fish dishes	4	5
19	PPL2PC6	Cook and finish basic shellfish dishes	5	5
20	PPL2PC8	Cook and finish basic meat dishes	4	5
21	PPL2PC10	Cook and finish basic poultry dishes	4	5
22	PPL2PC12	Cook and finish basic game dishes	4	5
23	PPL2PC14	Cook and finish basic offal dishes	4	5
24	PPL2PC15	Make basic stocks	3	4
25	PPL2PC18	Prepare, cook and finish basic rice dishes	4	5
26	PPL2PC19	Prepare, cook and finish basic pasta dishes	3	5
27	PPL2PC20	Prepare, cook and finish basic pulse dishes	3	5
28	PPL2PC21	Prepare, cook and finish basic vegetable protein dishes	5	6
29	PPL2PC22	Prepare, cook and finish basic egg dishes	3	4
30	PPL2PC23	Prepare, cook and finish basic bread and dough products	3	4
31	PPL2PC24	Prepare, cook and finish basic pastry products	5	5
32	PPL2PC25	Prepare, cook and finish basic cakes, sponges, biscuits and scones	4	5
33	PPL2PC26	Prepare, cook and finish basic grain dishes	3	4
34	PPL2PC27	Prepare, cook and finish basic cold and hot desserts	4	5
35	PPL2PC28	Prepare and present food for cold presentation	3	5
36	PPL2PC29	Prepare, cook and finish dim sum	3	5
37	PPL2PC30	Prepare, cook and finish noodle dishes	4	5
38	PPL2PC31	Prepare and cook food using a tandoor	4	5
39	PPL2PC34	Contribute to sustainable practice in kitchens	3	4

Unit	SQA unit code	Optional units	Credit points	SCQF Level
Group C: Candidates must take 1 unit				
40	PPL1PRD5	Prepare meals to meet relevant nutritional standards set for school meals	3	4
41	PPL2PRD17	Modify dishes to meet the specific nutritional needs of individuals	2	5
42	PPL2PRD20	Liaise with care team to ensure that individuals' nutritional needs are met	5	5
43	PPL2GEN2	Order stock	3	5
44	PPL2GEN14	Complete kitchen documentation	2	5
45	PPL2GEN15	Set up and close kitchen	2	5
46	PPL2PC32	Process dried ingredients prior to cooking	2	3
47	PPL2PC33	Prepare and mix spice and herb blends	2	4

## SVQ in Professional Cookery at SCQF Level 6

The candidate will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	45
Number of mandatory units that must be achieved	2
Number of optional units that must be achieved	10

Unit	SQA unit code	Mandatory units	Credit points	SCQF Level
4	PPL2GEN4	Maintain food safety in a kitchen environment	5	5
48	PPLHSL4	Maintain the health, hygiene, safety and security of the working environment	5	7
Unit	SQA unit code	Optional units	Credit points	SCQF Level
Group A: Candidates must take 7 units				
49	PPL3PC1	Cook and finish complex vegetarian dishes	6	6
50	PPL3PC2	Prepare fish for complex dishes	6	6
51	PPL3PC3	Cook and finish complex fish dishes	6	6
52	PPL3PC4	Prepare shellfish for complex dishes	6	6
53	PPL3PC6	Prepare meat for complex dishes	5	6
54	PPL3PC7	Cook and finish complex meat dishes	6	6
55	PPL3PC8	Prepare poultry for complex dishes	4	6
56	PPL3PC9	Cook and finish complex poultry dishes	6	6
57	PPL3PC10	Prepare game for complex dishes	4	6
58	PPL3PC12	Prepare, cook and finish complex hot sauces	4	6
59	PPL3PC13	Prepare, cook and finish complex soups	5	6
60	PPL3PC14	Prepare, cook and finish fresh pasta dishes	3	6



Unit	SQA unit code	Optional units	Credit points	SCQF Level
61	PPL3PC15	Prepare, cook and finish complex bread and dough products	4	6
62	PPL3PC20	Prepare, cook and present complex cold products	5	6
63	PPL3PC21	Prepare, finish and present canapés and cocktail products	4	6
64	PPL3PC22	Prepare, cook and finish complex dressings and cold sauces	3	6
65	PPL3PC24	Prepare, cook and finish complex cold desserts	5	6
66	PPL3PC26	Maintain sustainable practice in commercial kitchens	5	6
67	PPLHSL9	Contribute to the development of recipes and menus	4	6
Group B: Candidates must take 3 units				
68	PPL2GEN6	Minimise the risk of allergens to customers	4	6
41	PPL2PRD17	Modify dishes to meet the specific nutritional needs of individuals	2	5
69	PPLHSL2	Develop productive working relationships with colleagues	5	7
70	PPLHSL3	Contribute to the control of resources	6	8
71	PPLHSL30	Ensure food safety practices are followed in the preparation and serving of food and drink	5	7
72	PPL3PC5	Cook and finish complex shellfish dishes	6	7
73	PPL3PC11	Cook and finish complex game dishes	8	7
74	PPL3PC16	Prepare, cook and finish complex cakes, sponges, biscuits and scones	7	7
75	PPL3PC17	Prepare, cook and finish complex pastry products	5	6
76	PPL3PC18	Prepare, process and finish complex chocolate products	6	7
77	PPL3PC19	Prepare, process and finish marzipan, pastillage and sugar products	6	7
78	PPL3PC23	Prepare, cook and finish complex hot desserts	3	6
79	PPL3PC25	Produce sauces, fillings and coatings for complex desserts	4	6

Centres should be aware that within the Level 6 qualification in this specification, candidates will be required to meet the demands of one unit at Level 7. Centres are advised to consider the support, guidance and opportunities they give to candidates to meet the demands of the higher-level unit.

## 5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets candidates' needs. Candidates must be in employment or working with a training provider on a work programme or placement so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that candidates have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to candidate recruitment, preparation and support, training and assessment delivery, and employer engagement.

### Elements of good practice

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#### Candidate recruitment, preparation and support

Good practice in relation to candidate recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential candidates to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that candidates are matched to the programme best suited to their needs
- carrying out a thorough induction for candidates to ensure that they completely understand the programme and what is expected of them. For example, the induction should include the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the candidate to keep them engaged and motivated, and ensuring that there are open lines of communication between the candidate, the assessor, the employer and teaching staff.

## Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and candidate, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the candidate's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is, therefore, important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Candidates need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on candidates and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with the candidate and employer suitable times, dates and work areas where assessment will take place. Candidates and employers should be given regular and relevant feedback on performance and progress.

## Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with the employer to ensure that candidates are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to candidates in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications:

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications. For example a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing candidates must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualifications.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, see *Section 7, Access and recruitment*. For full details on the Equality Act 2010 go to [www.legislation.gov.uk](http://www.legislation.gov.uk) or [www.scotland.gov.uk](http://www.scotland.gov.uk)

## 7 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their candidate recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

### **Prior knowledge, skills and understanding**

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No prior knowledge, understanding, skills or qualifications are required before candidates register for this qualification.

### **Access to qualifications for candidates with disabilities or specific needs**

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Equality and fairness are central to our work. Pearson's Equality Policy requires all candidates to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every candidate.

We are committed to making sure that:

- candidates with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to candidates who do not share that characteristic
- all candidates achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For candidates with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. For information on reasonable adjustments and special consideration, see *Section 8, Assessment*.

## 8 Assessment

To achieve a pass for the full qualifications, the candidate must achieve all the units required in the stated qualification structures.

### Language of assessment

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Assessment of the units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of candidate registration.

A candidate taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy*, available on our website at: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information on access arrangements can be found in the *Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Internal assessment

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The competence units in these qualifications are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the candidate's work.

Each unit has specified assessment outcomes and standards that outline the required skills and techniques and knowledge and understanding. To pass each unit the candidate must:

- achieve **all** the specified outcomes and standards
- satisfy **all** the outcomes and standards by providing consistent and valid and reliable evidence for each criterion
- prove that the evidence is their own.

The candidate must have an assessment record that identifies the outcomes and standards that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the performance, behaviour and knowledge outcomes and standards, is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the candidate
<b>Consistent</b>	achieved on more than one occasion
<b>Current</b>	usually not more than two years old
<b>Sufficient</b>	fully meets the requirements of the performance, behaviour and knowledge outcomes and standards.

Candidates can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy
- the **Recognition of Prior Learning (RPL)** – where a candidate can demonstrate that they can meet a unit's outcomes and standards through knowledge, understanding or skills they already possess without undertaking a course of development. Candidates must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification
- further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)
- a combination of these.



## Assessment requirements/strategy

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The assessment strategy for these qualifications is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualifications remain valid and reliable. It has been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## Types of evidence

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To achieve a unit, the candidate must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the candidate's performance by their assessor (O)
- products of the candidate's work (P)
- outcomes from simulation (S) - only permissible for Unit 1 'Maintain health and safety in hospitality'
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Candidates can use the abbreviations in their portfolios for cross-referencing purposes.

Candidates can also use one piece of evidence to prove their knowledge, skills and understanding across different outcomes and standards and/or across different units. It is not necessary for candidates to have each standard assessed separately. They should be encouraged to reference evidence to the relevant standard. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website, [qualifications.pearson.com](http://qualifications.pearson.com).

## Appeals

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Centres must have a policy for dealing with appeals from candidates. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after candidates have been given assessment decisions.

Centres must document all candidates' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Dealing with malpractice

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Centres must have a policy for dealing with malpractice by candidates. This policy must follow the Joint Council for Qualifications (JCQ) *General and Vocational qualifications: Suspected Malpractice in Examinations and Assessments Policies and Procedures*. Centres should follow their policy in dealing with candidate malpractice. There is no need to inform Pearson of candidate malpractice unless the candidate(s) in question have been certificated or their work quality assured.

Centres must report suspected malpractice by teachers or centres to the Investigations Team at Pearson before any investigation is undertaken by the centre. Centres should provide as much information as possible on the suspected malpractice in an email to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). It is extremely important that malpractice is reported in a timely fashion; particularly if any units have been subject to quality assurance or certification.

## Reasonable adjustments to assessment

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Centres are able to make adjustments to assessments to take account of the needs of individual candidates in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a candidate in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Special consideration

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Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each candidate and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Credit transfer

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Credit transfer is a process whereby qualifications or part qualifications are given appropriate recognition to enable candidates to progress without having to repeat any learning they have already undertaken. Where appropriate, candidates can use the SCQF credit points gained from one qualification towards achieving all or part of another qualification. The amount of credit that a candidate is allowed to use is decided on by staff in colleges, universities and other educational institutions based on the notion of 'best curriculum fit' between the prior learning and the new learning content.

Further information on credit transfer can be found in the document *SCQF Credit Accumulation and Transfer policy*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 9 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson SVQs need to apply for, and be granted, centre recognition and approval as part of the process for approval to offer individual qualifications. Centres already delivering Pearson NVQs will not need to apply for centre approval to deliver Pearson SVQs but will need to apply for qualification approval.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson SVQs is available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

### Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving candidates appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of candidates
- number and turnover of assessors
- number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *Quality Assurance Handbook NVQ/SVQ* and the *Pearson NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

# 11 Unit format

Each unit has the following sections.

## Unit title

The unit title is on the Scottish Credit and Qualifications Framework (SCQF) and this form of words will appear on the candidate's Notification of Performance (NOP).

## Unit code

Each unit is assigned a unit code that appears with the unit title on the SQA accredited qualification structure.

## SCQF level

All units and qualifications within Scottish qualifications have an SCQF level assigned to them. There are 12 levels of achievement which show the depth and complexity of learning/competence, skills and knowledge required to achieve the qualification.

## Credit points

All units have credit points. Credit points show the volume of learning required to achieve a qualification. One SCQF credit point equals 10 notional learning hours.

## Unit summary

This summarises the purpose of the unit and the learning the unit offers.

## Unit assessment requirements/evidence requirements

The SSC set the assessment/evidence requirements. Candidates must provide evidence according to each of the requirements stated in this section.

## Terminology

Key terms and concepts that feature in the unit.

## Assessment outcomes and standards

The requirements the candidate is expected to meet to achieve the unit. These requirements are under subheadings of 'knowledge and understanding' and 'performance criteria'.

## **Knowledge and understanding**

The knowledge that the candidate needs to be able to understand what they are doing and why.

## **Performance criteria**

The level of competence the candidate has to achieve.

# **Unit 1:**

## **Maintain health and safety in hospitality**

**Unit code:** PPL1GEN1

**SCQF level:** 4

**Credit points:** 3

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### **Unit summary**

This standard is about basic health and safety in a hospitality environment. The standard covers following procedures to maintain a healthy and safe workplace, helping to spot workplace hazards promptly and dealing with them in line with workplace procedures, and following emergency procedures if incidents or accidents occur.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

- maintain health and safety in hospitality.

### **Unit assessment requirements/evidence requirements**

Partial simulation is permissible for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### **Terminology**

Safe; secure; working; environment



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

### Knowledge and understanding

#### For the whole unit

1	Your responsibilities under the Health and Safety at Work Act
2	Why it is important to work in a healthy and safe way
3	The types of personal protective equipment to be worn
4	Where you can get information about health and safety in your workplace

#### Help to maintain a healthy and safe workplace

5	The types of hazards that you may find in your workplace and how to deal with these within your limit of authority
6	How to warn other people about hazards and why this is important
7	Why and how you should report accidents and near accidents and who you should report these to
8	Types of incidents and emergencies that may happen in your workplace
9	How to follow your organisation's procedures for dealing with incidents and emergencies and why it is important to do so
10	Where to find first aid equipment and who the appointed first-aider is in your workplace
11	Ways of working safely that are relevant to your job, including safe lifting and handling techniques, and why these are important
12	The possible causes of fire in your workplace and what you can do to minimise the risk of fire

### Knowledge and understanding

- |    |   |
|----|---|
| 13 | Where to find fire alarms, when and how to set them off         |
| 14 | Why you should never approach a fire unless it is safe to do so |
| 15 | Why it is important to follow fire safety regulations           |

### Performance criteria

#### Help to maintain a hygienic, safe and secure workplace

- |   |   |
|---|---|
| 1 | Identify any hazards or potential hazards in your work area                             |
| 2 | Deal with identified hazards correctly  |
| 3 | Report any accidents or near accidents quickly and accurately to the appropriate person |
| 4 | Follow your organisation's health and safety procedures in all your work                |
| 5 | Practise emergency procedures correctly   |
| 6 | Follow your organisation's security procedures  |

## Scope/range related to performance criteria

### **1 Hazards**

- 1.1 relating to equipment
- 1.2 relating to areas where you work
- 1.3 relating to personal clothing

### **2 Ways to deal with hazards**

- 2.1 putting them right yourself
- 2.2 reporting them to appropriate colleagues
- 2.3 warning other people

### **3 Emergency procedures**

- 3.1 fire
- 3.2 threat
- 3.3 security

## Unit 2: **Work effectively as part of a hospitality team**

<b>Unit code:</b>	<b>PPL1GEN4</b>
<b>SCQF level:</b>	<b>4</b>
<b>Credit points:</b>	<b>2</b>

---

### **Unit summary**

This standard is about making a useful contribution to the work of a team, i.e. the people you work with. 'Team' includes your line manager or supervisor as well as other people in your team working at the same level as yourself. The standard includes accurately following instructions; working on time; helping others when they need help; communicating with the people you work with; getting feedback on what you do well and where you could improve and continuing to learn and develop yourself.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

- work effectively as part of a hospitality team.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### **Terminology**

Work; hospitality; team

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

### Knowledge and understanding

#### Plan and organise your work

1	Why it is essential to understand the requirements of the work
2	The benefits to you and your team of planning and organising your work
3	How to make the most efficient use of your time and avoid things that may unnecessarily disrupt it
4	The benefits of keeping everything you need for your work organised and available
5	How working safely and hygienically contributes to effective teamwork
6	When to ask for help and who you can ask

#### Work effectively with team members

7	Why effective teamwork is important
8	The people in your team and how they fit into the organisation
9	The responsibilities of the team and why it is important to the organisation as a whole
10	How to maintain good working relationships and co-operate with team members
11	How to determine if helping a team member will prevent you from completing your own work on time
12	The limits of your job role and what you can and cannot do when helping team members
13	What could be important information that needs to be passed on to a team member and why you need to pass it on as soon as possible

## Knowledge and understanding

- |    |   |
|----|---|
| 14 | The types of positive behaviour that help the team to work well and the types that do not |
| 15 | When, how and why you should report any problems with working relationships               |
| 16 | How to communicate clearly and why it is important  |

## Develop your own skills

- |    |   |
|----|---|
| 17 | Why it is important to improve your knowledge and skills      |
| 18 | How to get feedback and how this can help you                 |
| 19 | How a development plan should help to improve your work       |
| 20 | Why it is important to review your development plan regularly |

## Performance criteria

### Plan and organise your work

- |   |   |
|---|---|
| 1 | Check that you understand the requirements of the work          |
| 2 | Ask questions about things you do not understand                |
| 3 | Follow instructions accurately                                  |
| 4 | Complete required tasks to the agreed level                     |
| 5 | Organise everything you need for your work                      |
| 6 | Keep your work area as clean and tidy as possible               |
| 7 | Ask for help or support from the relevant person if you need it |

## Performance criteria

### Work effectively with team members

- |    |   |
|----|---|
| 8  | Assist team members   |
| 9  | Pass on important information to team members as soon as possible     |
| 10 | Maintain good working relationships with team members                 |
| 11 | Report any problems with working relationships to the relevant person |
| 12 | Communicate clearly and effectively with team members                 |

### Develop your own skills

- |    |   |
|----|---|
| 13 | Seek feedback on your work, receive and deal with this feedback positively  |
| 14 | Identify, with the relevant person, aspects of your work which are up to standard and areas that you could improve upon |
| 15 | Agree what you have to do to improve your work  |
| 16 | Agree a development plan with the relevant person   |
| 17 | Review and develop your plan  |

## Unit 3:

## Maintain and handle knives

**Unit code:**

**PPL2GEN3**

**SCQF level:**

**5**

**Credit points:**

**2**

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### Unit summary

This standard is about using and maintaining knives within a professional kitchen. Knives must be kept in good condition for hygiene, safety and good performance. Knives may include both straight and serrated blades, and scissors/secateurs are also covered in this standard.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

- maintain and handle knives.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Maintain; handle; knives; blades; scissors; secateurs; cutting; sharpen; blunt



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Why knives should be kept sharp
2	Methods used to sharpen knives in your organisation
3	Why knives should be stored safely
4	Why and to whom all accidents should be reported
5	Why the appropriate knife should be selected for the specific task
6	Correct knives techniques to use for each task
7	Why handles of knives should not be allowed to become greasy
8	Why knives should be handled and carried correctly
9	Why cutting surfaces should be firm and secure
10	Why knives should be cleaned in between dealing with different food groups
11	What risks there are of contamination from poorly maintained knives
12	Why cutting surfaces should be clean
13	Why damaged knives should not be used
14	What action can be taken to prevent allergenic reactions amongst consumers when maintaining, handling and cleaning knives

### Performance criteria

1	Prioritise work and carry it out in an efficient and organised manner
2	Ensure knives are clean
3	Sharpen knives using safe sharpening methods
4	Select knives that are appropriate to the task you are about to commence
5	Ensure the cutting surface is firm, secure and appropriate to the task
6	Handle knives safely and use
7	Clean and store knives according to organisational requirements
8	Report damage to knives to the appropriate person

## Scope/range related to performance criteria

### **1 Knives**

- 1.1 straight blades
- 1.2 flexible blades
- 1.3 serrated blades
- 1.4 scissors/secateurs

### **2 Tasks and techniques**

- 2.1 peeling
- 2.2 chopping
- 2.3 slicing
- 2.4 dicing
- 2.5 portioning
- 2.6 skinning
- 2.7 filleting
- 2.8 boning
- 2.9 turning

## Unit 4: **Maintain food safety in a kitchen environment**

**Unit code:** PPL2GEN4

**SCQF level:** 5

**Credit points:** 5

---

### Unit summary

This standard covers the main skills and knowledge needed for preparing, cooking, and holding food safely, and focuses on the four main areas of control - cooking, cleaning, chilling and preventing cross- contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard procedures as part of their day to day role in maintaining food safety.

This standard is appropriate to staff that work in a professional kitchen and directly prepare, cook and hold food.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

- maintain food safety in a kitchen environment.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Food; safety; storing; preparing; cooking

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
For the whole standard	
1	How to operate a food safety management system
2	The concept of hazards to food safety in catering operations, and the necessity of controlling these hazards in order to remove or keep risks to a safe level
3	What might happen if these hazards are not controlled
4	The types of hazards that you are likely to come across in a catering operation
5	How you must control these hazards by cooking, chilling, cleaning and the avoidance of cross-contamination
6	Why monitoring is important and key stages in the process
7	The importance of knowing what to do when things go wrong
8	The role of record-keeping
9	Why some hazards are more important than others in terms of food
10	Who you should report to if you believe there are food safety hazards
(a) Risks to food safety	
11	The types of contamination and cross-contamination of food and surfaces and how they can occur
12	Vehicles of contamination including surfaces
13	The types of food poisoning and how food poisoning organisms can contaminate food
14	The common symptoms of food poisoning

## Knowledge and understanding

15	The factors which enable the growth of food poisoning organisms
16	How personal hygiene and behaviour affect the safety of food
17	Your role in spotting and dealing with hazards, and in reducing the risk of contamination
18	The importance of identifying food hazards promptly
19	The potential impact on health if hazards are not spotted and dealt with promptly
20	The importance of risk assessments
21	Types of unsafe behaviour that may impact on the safety of food and why it is important to avoid this type of behaviour when working with food
22	The legal and regulatory requirements for food safety, the importance of complying with them, the implications of non-compliance and the role of enforcement officers

## How to control risks to food safety

23	The importance of, and methods for, separation of raw and cooked foods, separation of finished dishes
24	The temperature danger zone, why food needs to be kept at specified temperatures and how to ensure this
25	What procedures to follow when dealing with stock including deliveries, storage, date marking and stock rotation, and why it is important to consistently follow them
26	Why it is important to keep work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly
27	How the methods and frequency of cleaning and maintenance of equipment, surfaces and environment affect food safety in the workplace
28	The actions that should be taken in response to spotting a potential hazard, including the correct person to whom issues should be reported

## Knowledge and understanding

29	The types of food waste which can occur in the workplace and how it should be safely handled in the workplace
30	The main types of pests and infestation that may pose a risk to the safety of food, how they can occur, how to recognise them, how to prevent them

### Keep your working area clean and hygienic

31	Why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task and how to ensure this
32	Why it is important only to use clean and suitable clothes when cleaning
33	Why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety
34	The types of damaged surfaces and equipment that can cause food safety hazards, and what to do about them
35	Why it is important to clear and dispose of waste promptly and safely, and how to do so
36	How damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards, and the type of damage you should look for
37	The types of pests that you may find in catering operations, and recognising the signs that they may be there

### Store food safely

38	Why it is important to make sure food deliveries are undamaged, at the correct temperature and within date
39	Why it is important to prepare food for storage, including removing and disposing of outer packaging(while retaining any important labelling information
40	Why food must be put in the correct storage area, and the temperatures that different foods should be stored at
41	Why it is important that storage areas are clean and tidy, and what to do if they are not
42	Why it is important to store food at the correct temperatures, and how to achieve this

## Knowledge and understanding

43	What types of food are raw and what types are ready-to-eat
44	Why it is important to separate raw and ready-to-eat food
45	Why stock rotation procedures are important, and why you must dispose of food past its date
<b>(a) Prepare, cook and hold food safely</b>	
46	Why and when it is necessary to defrost foods before cooking and how to do so safely and thoroughly
47	How to recognise conditions leading to food safety hazards during preparation and cooking and what to do if you find any
48	Why it is important to know that certain foods can cause allergic reactions and the procedures you should follow in your organisation to deal with these foods, including what you should do if a customer asks if a particular dish is free from a certain food allergen
49	How cross-contamination can occur between raw food, food in storage and preparation and food that is ready to eat - and how to avoid this
50	Why you should use thorough cooking and reheating methods
51	Cooking/reheating methods, temperatures and times you must use for the food you work with
52	How to check that the food you work with is thoroughly cooked/safely reheated
53	Why it is important to make sure food is at the correct temperature before and during holding, prior to serving it to the customer, and how to do so
54	The types of cooked foods you may need to chill or freeze because they are not for immediate consumption and how to do so safely



## Performance criteria

### Keep yourself and your working area clean and hygienic

1	Ensure surfaces and equipment are clean and in good condition
2	Use clean and suitable cloths and equipment for wiping and cleaning between tasks
3	Remove from use any surfaces and equipment that are damaged or have loose parts, and report them to the person responsible for food safety
4	Dispose of waste promptly, hygienically and appropriately
5	Identify, take appropriate action on and report to the appropriate person, any damage to walls, floors, ceilings, furniture and fittings
6	Identify, take appropriate action on and report to the appropriate person, any signs of pests
7	Comply with legal and organisational requirements for personal hygiene and behaviour

### (a) Store food safely

8	Check that food is undamaged, is at the appropriate temperature and within date on delivery
9	Identify and retain any important labelling information
10	Prepare food for storage and put it in the correct storage area as quickly as necessary to maintain its safety
11	Ensure storage areas are clean, suitable and maintained at the correct temperature for the type of food
12	Store food so that cross-contamination is prevented
13	Follow stock rotation procedures
14	Dispose of food that is past its date in line with organisation and food safety regulations
15	Keep necessary records up-to-date

## Performance criteria

### **Prepare, cook and hold food safely**

16	Check food before and during operations for any hazards, and follow the correct procedures for dealing with these
17	Follow your organisation's procedures for items that may cause allergic reactions
18	Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods
19	Use methods, times, temperatures and checks to make sure food is safe following operations
20	Keep necessary records up-to-date

## Scope/range related to performance criteria

### **1 Hazards/sources of contamination**

- 1.1 microbial
- 1.2 chemical
- 1.3 physical
- 1.4 allergenic

### **2 Vehicles of contamination**

- 2.1 hands
- 2.2 cloths and equipment
- 2.3 hand contact surfaces
- 2.4 food contact surfaces
- 2.5 contamination routes

### **3 Personal hygiene and behaviour**

- 3.1 wearing protective clothing and headgear
- 3.2 direct handling of food should be kept to a minimum
- 3.3 following recommended procedures for washing hands, including when to wash your hands (after going to the toilet, when going into food preparation, cooking and service areas, after touching raw food and waste, and before serving food)
- 3.4 reporting cuts, boils, grazes and injuries
- 3.5 treating and covering cuts, boils, skin infections and grazes
- 3.6 reporting illnesses and infections, particularly stomach illnesses, before entering the production area
- 3.7 having clean hair, skin, nails and clothing
- 3.8 wearing jewellery only in line with organisational procedures
- 3.9 recording incidents
- 3.10 avoid unsafe behaviours including: touching face, nose or mouth; chewing gum; eating; smoking – when you are working with food

### **4 Surfaces and equipment**

- 4.1 surfaces and utensils for preparing, cooking and holding food
- 4.2 surfaces and utensils used for displaying and serving food
- 4.3 appropriate cleaning equipment

### **5 Storage areas**

- 5.1 ambient temperature
- 5.2 refrigerator
- 5.3 freezer

## **6 Operations**

- 6.1 defrosting food
- 6.2 preparing food, including washing and peeling
- 6.3 cooking food
- 6.4 reheating food
- 6.5 holding food before serving
- 6.6 cooling cooked food not for immediate consumption

# Unit 5: Prepare vegetables for basic dishes

**Unit code:** PPL2PC1

**SCQF level:** 5

**Credit points:** 3

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## Unit summary

This standard is about preparing vegetables using basic preparation methods.

The standard covers a range of preparation methods associated with vegetables including the traditional French cuts and all types of vegetables.

This standard focuses on the technical knowledge and skills required to prepare vegetables for basic dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare vegetables for basic dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; vegetables; basic; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of commonly used vegetables and how to identify them
2	How to check that the vegetables meet requirements
3	What quality points to look for in fresh vegetables
4	What different fresh vegetables are available during each season
5	Why and to whom should you report any problems with the vegetables or other ingredients
6	The correct tools, knives and equipment to carry out each preparation method
7	How to carry out each preparation method correctly
8	Why it is important to use the correct techniques, tools, knives, and equipment when preparing vegetables
9	How to maintain the appearance and texture of vegetables during preparation
10	How to store prepared vegetables correctly
11	Healthy eating options when preparing vegetables

## Performance criteria

1	Select the type and quantity of vegetables required for preparation
2	Check the vegetables meet quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the vegetables
4	Use the tools, knives and equipment correctly when preparing the vegetables
5	Prepare the vegetables to meet the requirements of the dish
6	Store any prepared vegetables not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Vegetables**

- 1.1 roots
- 1.2 bulbs
- 1.3 flower heads
- 1.4 fungi
- 1.5 seeds and pods
- 1.6 tubers
- 1.7 leaves
- 1.8 stems
- 1.9 vegetable fruits

### **2 Preparation methods**

- 2.1 washing
- 2.2 peeling
- 2.3 re-washing
- 2.4 chopping
- 2.5 traditional French cuts:
  - Julienne
  - Brunoise
  - Macédoine
  - Jardinière
  - Mirepoix
  - Paysanne
- 2.6 slicing
- 2.7 trimming
- 2.8 turning
- 2.9 grating



## Unit 6: Prepare fish for basic dishes

**Unit code:** PPL2PC3

**SCQF level:** 5

**Credit points:** 5

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### Unit summary

This standard is about preparing fresh fish for basic dishes.

The standard covers a range of preparation methods and different types of fish including round, flat and oily.

This standard focuses on the technical knowledge and skills required to prepare fish for basic dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare fish for basic dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; fish; basic; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of commonly used fish and how to identify them
2	How to check that the fish meets requirements
3	What quality points to look for in fresh fish
4	Why and to whom should you report any problems with the fish or other ingredients
5	The correct tools, knives and equipment to carry out the preparation methods
6	How to carry out the preparation methods correctly
7	Why it is important to use the correct techniques, tools, knives, equipment when preparing the fish
8	The reasons for coating and marinating fish
9	The texture of different types of fish and what this means in terms of handling the fish during preparation
10	How to store prepared fish correctly
11	Healthy eating options when preparing fish

### Performance criteria

1	Select the type and quantity of fish required for preparation
2	Check the fish meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the fish
4	Use the tools, knives and equipment correctly when preparing the fish
5	Prepare the fish to meet the requirements of the dish
6	Store any prepared fish not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Fish**

- 1.1 white fish – round
- 1.2 white fish – flat
- 1.3 oily fish

### **2 Preparation methods**

- 2.1 filleting
  - removing pin bones
  - removing rib bones
  - removing spine
- 2.2 cutting
  - darne
  - goujon
  - supreme
  - tronçon
  - délice
  - paupiette
- 2.3 trimming
- 2.4 skinning
- 2.5 coating
- 2.6 marinating
- 2.7 stuffing/filling

## Unit 7:

## Prepare shellfish for basic dishes

**Unit code:**

**PPL2PC5**

**SCQF level:**

**5**

**Credit points:**

**5**

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### Unit summary

This standard is about preparing shellfish for basic dishes.

The standard covers a range of preparation methods and both crustacean and mollusc types of shellfish.

This standard focuses on the technical knowledge and skills required to prepare shellfish for basic dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare shellfish for basic dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; shellfish; basic; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of commonly used shellfish and how to identify them
2	How to check the shellfish meets requirements
3	What quality points to look for in fresh shellfish
4	Why and to whom should you report any problems with the fish or other ingredients
5	The correct tools, knives and equipment to carry out the preparation methods
6	How to carry out the preparation methods correctly
7	Why it is important to use the correct techniques, tools, knives and equipment when preparing the shellfish
8	What quality points to look for in prepared shellfish
9	How to store prepared shellfish correctly
10	Healthy eating options when preparing shellfish

### Performance criteria

1	Select the type and quantity of shellfish required for preparation
2	Check the shellfish meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the shellfish
4	Use the tools, knives and equipment correctly when preparing the shellfish
5	Prepare the shellfish to meet the requirements of the dish
6	Store any prepared shellfish not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Shellfish**

- 1.1 prawns
- 1.2 shrimp
- 1.3 mussels/clams

### **2 Preparation methods**

- 2.1 cleaning
- 2.2 shelling
- 2.3 washing
- 2.4 coating
- 2.5 cutting



## Unit 8: Prepare meat for basic dishes

**Unit code:** PPL2PC7

**SCQF level:** 5

**Credit points:** 4

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### Unit summary

This standard is about preparing meat (other than poultry) for basic dishes.

The standard covers a range of preparation methods associated with the different types of meat excluding poultry.

This standard focuses on the technical knowledge and skills required to prepare meat for basic dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare meat for basic dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; meat; basic; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of commonly used meats and how to identify them
2	Primary cuts of commonly used meats
3	How to check the meat meets requirements
4	What quality points to look for in fresh meat
5	Why and to whom should you report any problems with the meat or other ingredients
6	The correct tools, knives and equipment to carry out the required preparation methods
7	How to carry out the preparation methods correctly
8	Why it is important to use the correct techniques, tools, knives and equipment when preparing the meat
9	How to store prepared meat correctly
10	Healthy eating options when preparing meat

## Performance criteria

1	Select the type and quantity of meat required for preparation
2	Check the meat meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the meat
4	Use the tools, knives and equipment correctly when preparing the meat
5	Prepare the meat to meet the requirements of the dish
6	Store any prepared meat not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Types of meat**

- 1.1 beef
- 1.2 lamb
- 1.3 pork

### **2 Preparation methods**

- 2.1 cutting (slicing/dicing)
- 2.2 seasoning/marinating
- 2.3 trimming
- 2.4 boning
- 2.5 tying
- 2.6 tenderising
- 2.7 portioning
- 2.8 marinading/adding dry rubs
- 2.9 stuffing/filling

## Unit 9: Prepare poultry for basic dishes

**Unit code:** PPL2PC9

**SCQF level:** 5

**Credit points:** 4

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### Unit summary

This standard is about preparing poultry for basic dishes.

The standard covers a range of preparation methods associated with the different types of poultry, both whole birds or portions.

This standard focuses on the technical knowledge and skills required to prepare poultry for basic dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare poultry for basic dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; poultry; basic; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of commonly used poultry and how to identify them
2	Common poultry cuts and portions
3	How to check that the poultry meets requirements
4	What quality points to look for in a range of fresh poultry
5	Why and to whom should you report any problems with the poultry or other ingredients
6	The correct tools, knives and equipment to carry out the required preparation methods
7	How to carry out the preparation methods correctly
8	Why it is important to use the correct techniques, tools, knives and equipment when preparing the poultry
9	How to store prepared poultry correctly
10	Healthy eating options when preparing poultry

### Performance criteria

1	Select the type and quantity of poultry required for preparation
2	Check the poultry meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the poultry
4	Use the tools, knives and equipment correctly when preparing the poultry
5	Prepare the poultry to meet the requirements of the dish
6	Store any prepared poultry not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Poultry**

- 1.1 whole birds
- 1.2 portions of poultry meat

### **2 Preparation methods**

- 2.1 cleaning
- 2.2 checking and preparing the cavity
- 2.3 seasoning/marinating
- 2.4 trimming
- 2.5 cutting (portioning/dicing/cutting for sauté)
- 2.6 stuffing/filling
- 2.7 coating
- 2.8 tying and trussing
- 2.9 brining
- 2.10 batting out



# Unit 10: Prepare game for basic dishes

**Unit code:** PPL2PC11

**SCQF level:** 5

**Credit points:** 4

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## Unit summary

This standard is about preparing game for basic dishes.

The standard covers a range of preparation methods associated with both furred and feathered types of game.

This standard focuses on the technical knowledge and skills required to prepare game for basic dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare game for basic dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; game; basic; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of commonly used skinned and plucked game and how to identify them
2	Common cuts of game
3	How to check the game meets requirements
4	What quality points to look for in fresh game
5	Why and to whom should you report any problems with the game or other ingredients
6	The correct tools, knives and equipment to carry out the required preparation methods
7	How to carry out the preparation methods correctly
8	It is important to use the correct techniques, tools, knives, and equipment when preparing the game
9	How to store prepared game correctly
10	Healthy eating options when preparing game

## Performance criteria

1	Select the type and quantity of game required for preparation
2	Check the game meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the game
4	Use the tools, knives and equipment correctly when preparing the game
5	Prepare the game to meet the requirements of the dish
6	Store any prepared game not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Game**

- 1.1 furred
- 1.2 feathered

### **2 Preparation methods**

- 2.1 checking and preparing the cavity
- 2.2 checking for and removing shot
- 2.3 seasoning/marinating
- 2.4 trimming
- 2.5 cutting (portioning/dicing/trimming)
- 2.6 stuffing/filling
- 2.7 tying

# Unit 11: Prepare offal for basic dishes

**Unit code:** PPL2PC13

**SCQF level:** 6

**Credit points:** 3

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## Unit summary

This standard is about preparing offal for basic dishes.

The standard covers a range of preparation methods and includes all types of offal including liver, kidney, cheek and sweetbreads.

This standard focuses on the technical knowledge and skills required to prepare offal for basic dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare offal for basic dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; offal; basic; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of commonly used offal and how to identify them
2	How to check that the offal meets requirements
3	What quality points to look for in fresh offal
4	Why and to whom should you report any problems with the offal or other ingredients
5	The correct tools, knives and equipment to carry out the required preparation methods
6	How to carry out the preparation methods correctly
7	Why it is important to use the correct techniques, tools, knives and equipment when preparing the offal
8	How to store prepared offal correctly
9	Healthy eating options when preparing offal

### Performance criteria

1	Select the type and quantity of offal required for preparation
2	Check the offal meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the offal
4	Use the tools, knives and equipment correctly when preparing the offal
5	Prepare the offal to meet the requirements of the dish
6	Store any prepared offal not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Offal**

- 1.1 liver
- 1.2 kidney
- 1.3 sweetbread
- 1.4 cheek

### **2 Preparation methods**

- 2.1 cutting/slicing
- 2.2 marinating/seasoning
- 2.3 coating with flour
- 2.4 skinning
- 2.5 trimming and de-veining
- 2.6 blending/mincing
- 2.7 brining
- 2.8 pressing



# **Unit 12: Prepare, cook and finish basic hot sauces**

**Unit code:** PPL2PC16

**SCQF level:** 5

**Credit points:** 4

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## **Unit summary**

This standard is about preparing, cooking and finishing basic hot sauces, for example:

- thickened gravy (jus lié)
- roast gravy (jus rôti)
- curry gravy
- white sauce (béchamel)
- brown sauce (demi-glace)
- velouté
- purée
- butter sauce (beurre blanc, beurre noisette)
- emulsified sauce.

The standard covers the various preparation methods, several cooking methods and then how to finish a hot sauce.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic hot sauces; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish hot sauces.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; hot sauces

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of basic hot sauces and their characteristics
2	Safe and correct use of alcohol in sauces and why it is used
3	How to check the ingredients meet sauce requirements
4	What quality points to look for in sauce ingredients
5	Why and to whom you should report any problems with the ingredients for basic hot sauces
6	The correct tools, knives and equipment to carry out the required preparation, cooking and finishing methods
7	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
8	Why it is important to use the correct techniques, tools, knives and equipment when preparing, cooking and finishing basic hot sauces
9	The correct temperatures for cooking hot sauces and why these temperatures are important
10	How to present cooked sauces
11	How to check and adjust a hot sauce to make sure it has have the correct flavour, colour, texture, consistency and finish
12	The correct temperatures for holding and serving hot sauces
13	The correct temperatures and procedures for storing sauces not for immediate use
14	Healthy eating options when making hot sauces

## Performance criteria

1	Select the type and quantity of ingredients required for preparation
2	Check the ingredients meet quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare, cook and finish the sauce
4	Use the tools, knives and equipment correctly when preparing, cooking and finishing the sauce
5	Prepare the ingredients to meet the requirements of the sauce
6	Cook the ingredients to meet the requirements of the sauce
7	Ensure the sauce has the correct flavour, colour, texture, consistency and finish
8	Present the sauce to meet requirements
9	Ensure the sauce is at the correct temperature for holding and serving
10	Store any cooked sauce not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Preparation methods**

- 1.1 weighing/measuring
- 1.2 chopping

### **2 Cooking methods**

- 2.1 simmering
- 2.2 boiling
- 2.3 make a roux
- 2.4 whisking

### **3 Finishing methods**

- 3.1 passing/straining/blending
- 3.2 skimming
- 3.3 adding cream
- 3.4 adding thickening agents
- 3.5 pureeing
- 3.6 reducing

# Unit 13: Prepare, cook and finish basic soups

**Unit code:** PPL2PC17

**SCQF level:** 5

**Credit points:** 4

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## Unit summary

This standard is about preparing, cooking and finishing basic soups, for example:

- ham hock and minted pea
- cream of mushroom with white truffle oil
- cauliflower velouté
- scotch broth.

The standard covers the various preparation methods, several cooking methods and then how to finish a range of basic soups.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic soups; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic soups.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic soups

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of basic soups and their characteristics
2	How to check that the ingredients meet requirements
3	What quality points to look for in soup ingredients
4	Why and to whom you should report any problems with the ingredients
5	The correct tools, knives and equipment to carry out the required preparation, cooking and finishing methods
6	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
7	Why it is important to use the correct techniques, tools, knives and equipment when preparing, cooking and finishing soups
8	The correct temperatures for cooking soups and why these temperatures are important
9	How to check and adjust a soup to make sure it has the correct flavour, colour, consistency and quantity
10	The correct temperatures for holding and serving soups
11	The correct temperatures and procedures for storing soups not for immediate use
12	Healthy eating options when preparing, cooking and finishing soups

## Performance criteria

1	Select the type and quantity of ingredients required for preparation
2	Check the ingredients meet quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare, cook and finish the soup
4	Use the tools, knives and equipment correctly when preparing, cooking and finishing the soup
5	Prepare the ingredients to meet the requirements of the soup
6	Cook the ingredients to meet the requirements of the soup
7	Ensure the soup has the correct flavour, colour, consistency and quantity
8	Garnish and present the soup to meet requirements
9	Ensure the soup is at the correct temperature for holding and serving
10	Store any cooked soup not for immediate use in line with food safety regulations



## Scope/range related to performance criteria

### **1 Soups**

- 1.1 puree
- 1.2 broth/potage
- 1.3 finished with cream
- 1.4 velouté

### **2 Preparation methods**

- 2.1 weighing/measuring
- 2.2 chopping

### **3 Cooking methods**

- 3.1 sweating vegetable ingredients
- 3.2 simmering
- 3.3 boiling
- 3.4 make a roux
- 3.5 passing/straining
- 3.6 blending/liquidising
- 3.7 skimming

### **4 Finishing methods**

- 4.1 adding cream
- 4.2 garnishing

## Unit 14: Cook-chill food

**Unit code:** PPL2PRD5

**SCQF level:** 5

**Credit points:** 2

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### Unit summary

The unit is about processing cook-chilled foods. The unit covers portioning, packaging and blast-chilling food, sealing and labelling blast-chilled food correctly; whilst monitoring and recording its temperature. The unit also covers storing packaged cook-chilled foods correctly, stock rotation procedures and maintenance of accurate records.

This unit focuses on the technical knowledge and skills required to process cook-chilled food; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- cook-chilled food.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Cook; chill; food

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

### Knowledge and understanding

#### Portion, pack and blast-chill food

1	Safe and hygienic working practices when portioning, packing and blast-chilling food
2	Why time and temperature is important when producing cook-chill food
3	Why food containers must be sealed and labelled correctly before storage
4	Why portions must be controlled when producing cook-chilled foods
5	What quality points to look for when portioning, packing and blast-chilling food
6	The types of unexpected situations that may occur when portioning, packing and blast-chilling food

#### Store cook-chill food

7	Safe and hygienic working practices when storing cook-chilled foods
8	Why it is important to monitor and record food and storage temperatures regularly
9	Why stock rotation procedures must be followed
10	Why storage areas should be secured from unauthorised access
11	The types of unexpected situations that may occur when storing cook-chilled foods

## Performance criteria

### Portion, pack and blast-chill food

1	Ensure that the preparation area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be and switched on ready for use
3	Check that the food meets the dish, food safety and your workplace standard regarding quality, quantity and cooking requirements
4	Deal correctly with any food that does not meet requirements
5	Portion, pack and cover food correctly
6	Blast-chill food, seal and label it correctly
7	Monitor and record food temperatures accurately and according to food safety and your workplace requirements
8	Transport containers to the appropriate storage areas in a safe and hygienic manner

### Store cook-chill food

9	Store cook-chill items at the correct temperature and condition
10	Follow stock rotation procedures correctly and use stock in date order
11	Maintain accurate records of food items that are received, stored and issued
12	Handle food items correctly so that they remain undamaged
13	Monitor and record food and storage area temperatures accurately
14	Secure storage areas against unauthorised access
15	Report any problems that you identify promptly to the proper person

## Scope/range related to performance criteria

### **1 Food**

- 1.1 meat dishes
- 1.2 poultry dishes
- 1.3 joints/whole birds
- 1.4 vegetables/fruits
- 1.5 vegetable dishes
- 1.6 fish dishes
- 1.7 sauces/soups
- 1.8 egg dishes
- 1.9 pasta dishes
- 1.10 desserts

### **2 Problems with**

- 2.1 equipment
- 2.2 food
- 2.3 packaging

## Unit 15: Cook-freeze food

**Unit code:** PPL2PRD6

**SCQF level:** 5

**Credit points:** 2

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### Unit summary

This unit is about processing cook-freeze foods. The unit covers portioning, packaging and blast-freezing food, sealing and labelling blast-frozen food correctly; whilst monitoring and recording its temperature. The unit also covers storing packaged cook-freeze foods correctly, stock rotation procedures and the maintenance of accurate records.

This unit focuses on the technical knowledge and skills required to process cook-freeze food; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- cook-freeze food.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Cook; freeze; food

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

### Knowledge and understanding

#### Portion, pack and blast freeze food

1	Safe and hygienic working practices when portioning, packing and blast-freezing food
2	Why time and temperature is important when producing cook-freeze food
3	Why food containers must be sealed and labelled correctly before storage
4	Why portions must be controlled when producing cook-freeze foods
5	What quality points to look for when portioning, packing and blast-freezing food
6	The types of unexpected situations that may occur when portioning, packing and blast-freezing food

#### Store cook-freeze food

7	Safe and hygienic working practices when storing cook-freeze foods
8	Why it is important to monitor and record food and storage temperatures regularly
9	Why stock rotation procedures must be followed
10	Why storage areas should be secured from unauthorised access
11	The types of unexpected situations that may occur when storing cook-freeze foods

## Performance criteria

### Portion, pack and blast-freeze food

1	Ensure that the preparation area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be and switched on ready for use
3	Check that the food meets the dish, food safety and your workplace standard regarding quality, quantity and cooking requirements
4	Deal correctly with any food that does not meet requirements
5	Portion, pack and cover food correctly
6	Blast-freeze food, seal and label it correctly
7	Monitor and record food temperatures accurately and according to food safety and your workplace requirements
8	Transport containers to the appropriate storage areas in a safe and hygienic manner

### Store cook-freeze food

9	Store cook-freeze items at the correct temperature and condition
10	Follow stock rotation procedures correctly and use stock in date order
11	Maintain accurate records of food items that are received, stored and issued
12	Handle food items correctly so that they remain undamaged
13	Monitor and record food and storage area temperatures accurately
14	Secure storage areas against unauthorised access
15	Report any problems that you identify promptly to the proper person



## Scope/range related to performance criteria

### **1 Food**

- 1.1 meat dishes
- 1.2 poultry dishes
- 1.3 joints/whole birds
- 1.4 vegetables/fruits
- 1.5 vegetable dishes
- 1.6 fish dishes
- 1.7 sauces/soups
- 1.8 egg dishes
- 1.9 desserts

### **2 Problems with**

- 2.1 equipment
- 2.2 food
- 2.3 packaging

# **Unit 16:**

## **Cook and finish simple bread and dough products**

**Unit code:** PPL1PC12

**SCQF level:** 4

**Credit points:** 3

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### **Unit summary**

This standard is about cooking and finishing simple bread and dough products, for example:

- freshly made dough
- ready-made par-cooked dough.

You will use the following cooking and finishing methods:

- baking
- glazing
- dusting.

This standard focuses on the technical knowledge and skills required to cook and finish simple bread and dough products; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish simple bread and dough products.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### **Terminology**

Cook; finish; bread; dough

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to store uncooked bread and dough products
2	How to check to make sure bread and dough products are fit for cooking and finishing
3	Why and to whom you should report any problems with the bread, dough or other ingredients
4	The right tools and equipment for the cooking and finishing methods
5	Why it is important to use the correct tools and equipment
6	How to use the cooking and finishing methods correctly
7	The correct storage requirements for simple bread and dough products not for immediate consumption
Performance criteria	
1	Check the products to make sure they are fit for cooking
2	Choose the correct tools and equipment to cook and finish simple bread and dough products
3	Use the tools and equipment correctly when cooking and finishing simple bread and dough products
4	Cook and finish the product as required
5	Ensure the bread and dough product is at the correct temperature for holding and serving
6	Store any cooked bread and dough products not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Bread and dough product**

- 1.1 freshly made dough
- 1.2 ready-made par-cooked dough

### **2 Preparation, cooking and finishing methods**

- 2.1 baking
- 2.2 glazing
- 2.3 dusting

# Unit 17: Cook and finish basic vegetable dishes

**Unit code:** PPL2PC2

**SCQF level:** 5

**Credit points:** 5

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## Unit summary

This standard is about cooking and finishing basic vegetable dishes. Examples could be:

- dauphinoise potatoes
- cauliflower cheese
- spring rolls
- stuffed peppers.

The standard covers a range of types of vegetables including roots, bulbs, seeds and vegetable fruits amongst others and various cooking methods. It then covers finishing methods.

This standard focuses on the technical knowledge and skills required to cook and finish basic vegetable dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish basic vegetable dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Cook; finish; basic; vegetable

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to check the vegetables meet dish requirements
2	Common vegetables available in each season
3	What quality points to look for in a range of vegetables
4	Why and to whom you should report any problems with the vegetables or other ingredients
5	The correct tools and equipment needed to carry out each cooking method
6	Why it is important to use the correct tools and equipment
7	How to carry out each cooking method according to dish requirements
8	Why it is important to use the correct cooking and finishing methods for each type of vegetable, including the difference between cooking green vegetables and root vegetables
9	How to maintain the nutritional value of vegetables during cooking
10	The main reasons for blanching vegetables
11	Which vegetables are suitable for high and low pressure steaming and why
12	What are the correct temperatures for each cooking method appropriate to each type of vegetable and why are these important
13	How to carry out finishing methods for vegetable dishes
14	How to check and adjust a vegetable dish to make sure it has the right flavour, colour, consistency and quantity
15	The correct temperatures for holding and serving vegetable dishes

## Knowledge and understanding

16	The correct temperatures and procedures for storing vegetable dishes not for immediate use
17	Healthy eating options when cooking and finishing vegetable dishes

## Performance criteria

1	Check the vegetables meet dish requirements
2	Choose the correct tools and equipment to cook and finish the vegetable dishes
3	Use the tools and equipment correctly when cooking and finishing the vegetables
4	Combine the vegetables with other ingredients
5	Cook the vegetables to meet the requirements of the dish
6	Ensure the dish has the correct flavour, colour, consistency and quantity
7	Garnish and present the dish to meet requirements
8	Ensure the dish is at the correct temperature for holding and serving
9	Store any cooked vegetables not for immediate use in line with food safety regulations



## Scope/range related to performance criteria

### **1 Vegetables**

- 1.1 roots
- 1.2 tubers
- 1.3 bulbs
- 1.4 flower heads
- 1.5 fungi
- 1.6 seeds and pods
- 1.7 leaves
- 1.8 stems
- 1.9 vegetable fruits

### **2 Cooking methods**

- 2.1 pickling
- 2.2 blanching
- 2.3 boiling
- 2.4 roasting
- 2.5 baking
- 2.6 grilling
- 2.7 braising
- 2.8 frying (deep/shallow/stir)
- 2.9 steaming
- 2.10 stewing
- 2.11 refreshing
- 2.12 combining cooking methods

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing
- 3.3 presenting

# Unit 18: Cook and finish basic fish dishes

**Unit code:** PPL2PC4

**SCQF level:** 5

**Credit points:** 4

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## Unit summary

This standard is about cooking and finishing basic fish dishes, for example:

- grilled salmon steaks
- sea bass with fennel, lemon and capers
- battered fish (fresh)
- pan fried trout
- fish cakes
- fish pie.

The standard covers a range of types of fish including round, flat and oily and various cooking methods. The standard then goes onto how you finish off a fish dish through different methods.

This standard focuses on the technical knowledge and skills required to cook and finish basic fish dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish basic fish dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Cook; finish; basic; fish; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to check the fish meets dish requirements
2	What quality points to look for in a range of fish
3	Why and to whom you should report any problems with the fish or other ingredients
4	The correct tools and equipment to carry out the cooking methods
5	Why it is important to use the correct tools and equipment when cooking and finishing each type of fish
6	How to carry out the cooking methods according to dish requirements
7	Why it is important to use the correct cooking and finishing methods for each type of fish
8	The correct temperatures for cooking fish and why these temperatures are important
9	How to carry out the finishing methods
10	How to check and adjust a fish dish to make sure it has the right flavour, colour, consistency and quality
11	The correct temperatures for holding and serving fish dishes
12	The correct temperatures and procedures for storing fish dishes not for immediate use
13	Healthy eating options when cooking and finishing fish

## Performance criteria

1	Check the fish meets dish requirements
2	Choose the correct tools and equipment to cook and finish the fish
3	Use the tools and equipment correctly when cooking and finishing the fish
4	Combine the fish with other ingredients
5	Cook the fish to meet the requirements of the dish
6	Make sure the dish has the correct flavour, colour, consistency and quantity
7	Garnish and present the dish to meet requirements
8	Ensure the dish is at the correct temperature for holding and serving
9	Store any cooked fish not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Fish**

- 1.1 white fish – round
- 1.2 white fish – flat
- 1.3 oily

### **2 Cooking methods**

- 2.1 frying (deep/shallow)
- 2.2 grilling
- 2.3 poaching
- 2.4 baking
- 2.5 steaming
- 2.6 stewing

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing
- 3.3 presenting

# Unit 19: Cook and finish basic shellfish dishes

**Unit code:** PPL2PC6

**SCQF level:** 5

**Credit points:** 5

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## Unit summary

This standard is about cooking and finishing basic shellfish dishes, for example:

- prawn brochette
- moules mariniere
- clam chowder.

The standard covers a range of types of shellfish including prawns, mussels, and scallops amongst others as well as cooking techniques and how you would finish off a shellfish dish.

This standard focuses on the technical knowledge and skills required to cook and finish basic shellfish dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish basic shellfish dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Cook; finish; basic; shellfish

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to check the shellfish meets dish requirements
2	What quality points to look for in a range of shellfish
3	Why and to whom you should report any problems with shellfish or other ingredients
4	The correct tools and equipment to carry out the cooking methods
5	Why it is important to use the correct tools and equipment
6	How to carry out the cooking methods according to dish requirements
7	Why it is important to use the correct cooking and finishing methods for each type of shellfish
8	The correct temperatures for cooking shellfish and why these temperatures are important
9	How to carry out the required finishing methods
10	How to check and adjust a shellfish dish to make sure it has the correct flavour, colour, consistency and quantity
11	The correct temperatures for holding and serving shellfish dishes
12	The correct temperatures and procedures for storing shellfish dishes not for immediate use
13	Healthy eating options when cooking and finishing shellfish

## Performance criteria

1	Check the shellfish meets dish requirements
2	Choose the correct tools and equipment to cook and finish basic shellfish dishes
3	Use the tools and equipment correctly when cooking and finishing the shellfish
4	Combine the shellfish with other ingredients
5	Cook the shellfish to meet the requirements of the dish
6	Ensure the dish has the correct flavour, colour, consistency and quantity
7	Garnish and present the dish to meet requirements
8	Ensure the dish is at the correct temperature for holding and serving
9	Store any cooked shellfish not for immediate use in line with food safety regulations



## Scope/range related to performance criteria

### **1 Shellfish**

- 1.1 prawns
- 1.2 shrimps
- 1.3 mussels
- 1.4 clams
- 1.5 crabs
- 1.6 scallops

### **2 Cooking methods**

- 2.1 boiling
- 2.2 frying (deep/shallow)
- 2.3 grilling
- 2.4 steaming
- 2.5 poaching

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing
- 3.3 presenting

## Unit 20: Cook and finish basic meat dishes

**Unit code:** **PPL2PC8**

**SCQF level:** **5**

**Credit points:** **4**

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### Unit summary

This standard is about cooking and finishing basic meat dishes, for example:

- roast loin of pork
- beef casserole
- lamb curry
- shepherd's pie
- ham hock.

The standard covers a range of types of meat including beef, lamb and pork and various cooking methods. The standard then goes onto how you finish off a meat dish through different methods.

This standard focuses on the technical knowledge and skills required to cook and finish basic meat dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Cook and finish basic meat dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Cook; finish; basic; meat

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to check the meat meets dish requirements
2	What quality points to look for in a range of prepared meat
3	Why and to whom you should report any problems with the meat or other ingredients
4	What the benefits of sealing meat are
5	Different cuts of meat and the most effective (or appropriate) methods of cooking them
6	The correct tools and equipment to carry out the required cooking methods
7	Why it is important to use the correct tools and equipment
8	How to use the cooking methods according to dish requirements
9	Why it is important to use the correct cooking and finishing methods for each type and cut of meat
10	The correct temperatures for cooking meat using the cooking methods listed and why these temperatures are important
11	How to check and adjust a meat dish to make sure it has the right flavour, colour, consistency and quantity
12	How to carry out the finishing methods
13	The correct temperatures for holding and serving meat dishes
14	The correct storage requirements for meat not for immediate consumption
15	Healthy eating options when cooking and finishing meat

## Performance criteria

1	Check the meat meets dish requirements
2	Choose the correct tools and equipment to cook and finish meat
3	Use the tools and equipment correctly to cook and finish the meat
4	Combine the meat with other ingredients
5	Cook the meat to meet the requirements of the dish
6	Ensure the dish has the correct flavour, colour, consistency and quantity
7	Garnish and present the dish to meet requirements
8	Ensure the dish is at the correct temperature for holding and serving
9	Store any cooked meat not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Cooking methods**

- 1.1 grilling (over and under heat)
- 1.2 griddling
- 1.3 frying (shallow/stir)
- 1.4 braising
- 1.5 stewing
- 1.6 roasting
- 1.7 steaming
- 1.8 boiling
- 1.9 resting
- 1.10 portioning
- 1.11 combining cooking methods

### **2 Types of meat**

- 2.1 beef
- 2.2 lamb
- 2.3 pork

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing
- 3.3 presenting

# Unit 21: Cook and finish basic poultry dishes

**Unit code:** PPL2PC10

**SCQF level:** 5

**Credit points:** 4

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## Unit summary

This standard is about cooking and finishing basic poultry dishes, for example

- roast turkey
- confit duck leg
- chicken supreme.

The standard covers a range of types of poultry including duck, chicken and turkey and various cooking methods. The standard then goes onto how you finish off a poultry dish through different methods.

This standard focuses on the technical knowledge and skills required to cook and finish basic poultry dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish basic poultry dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Cook; finish; basic; poultry

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to check the poultry meets dish requirements
2	What quality points to look for in a range of poultry
3	Why and to whom you should report any problems with the poultry or other ingredients
4	The correct tools and equipment to carry out the cooking methods
5	Why it is important to use the correct tools and equipment
6	How to carry out the cooking methods according to dish requirements
7	Why it is important to use the correct cooking and finishing methods for each type of poultry
8	The correct temperatures for cooking poultry and why these temperatures are important
9	How to carry out the finishing methods
10	How to check and adjust a poultry dish to make sure it has the right flavour, colour, consistency and quantity
11	The correct temperatures for holding and serving poultry dishes
12	The correct temperatures and procedures for storing poultry dishes not for immediate use
13	Healthy eating options when cooking and finishing poultry

## Performance criteria

1	Check the poultry meets dish requirements
2	Choose the correct tools and equipment to cook and finish the poultry
3	Use the tools and equipment correctly when cooking and finishing the poultry
4	Combine the poultry with other ingredients
5	Cook the poultry to meet the requirements of the dish
6	Ensure the dish has the correct colour, flavour, consistency and quantity
7	Garnish and present the dish to meet requirements
8	Make sure the dish is at the correct temperature for holding and serving
9	Store any cooked poultry not for immediate use in line with food safety regulations



## Scope/range related to performance criteria

### **1 Poultry**

- 1.1 whole birds
- 1.2 poultry portions

### **2 Cooking methods**

- 2.1 grilling
- 2.2 griddling
- 2.3 roasting
- 2.4 poaching
- 2.5 frying (deep/shallow/sauté/stir)
- 2.6 steaming
- 2.7 braising
- 2.8 confit
- 2.9 combining cooking methods

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing
- 3.3 presenting

# Unit 22: Cook and finish basic game dishes

**Unit code:** PPL2PC12

**SCQF level:** 5

**Credit points:** 4

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## Unit summary

This standard is about cooking and finishing basic game dishes, for example:

- rabbit stew
- venison haunch
- roast pheasant.

The standard includes furred and feathered game, several cooking methods and then goes on to cover finishing methods for game dishes.

This standard focuses on the technical knowledge and skills required to cook and finish basic game dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish basic game dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Cook; finish; basic; game

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to check the game meets dish requirements
2	Which types of game are available in which seasons
3	What quality points to look for in a range of game
4	Why and to whom you should report any problems with the game or other ingredients
5	The correct tools and equipment to carry out the required cooking methods
6	Why it is important to use the correct tools and equipment
7	How to carry out the cooking methods according to dish requirements
8	Why it is important to use the correct cooking and finishing methods for each type of game
9	How to keep game moist during cooking and finishing
10	The correct temperatures for cooking game and why these temperatures are important
11	How to carry out the finishing methods
12	How to check and adjust a game dish to make sure it has the right flavour, colour, consistency and quantity
13	The correct temperatures for holding and serving game dishes
14	The correct temperatures and procedures for storing game dishes not for immediate use
15	Healthy eating options when cooking and finishing game

## Performance criteria

1	Check the game meets dish requirements
2	Choose the correct tools and equipment to cook and finish the game
3	Use the tools and equipment correctly when cooking and finishing the game
4	Combine the game with other ingredients
5	Cook the game to meet the requirements of the dish
6	Ensure the dish has the correct flavour, colour, consistency and quantity
7	Garnish and present the dish to meet requirements
8	Ensure the dish is at the correct temperature for holding and serving
9	Store any cooked game not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Game**

- 1.1 furred
- 1.2 feathered

### **2 Cooking methods**

- 2.1 sealing
- 2.2 grilling
- 2.3 griddling
- 2.4 sautéing
- 2.5 roasting
- 2.6 frying (shallow/deep)
- 2.7 braising
- 2.8 stewing
- 2.9 combining cooking methods

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing
- 3.3 presenting

# Unit 23: Cook and finish basic offal dishes

**Unit code:** PPL2PC14

**SCQF level:** 5

**Credit points:** 4

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## Unit summary

This standard is about cooking and finishing basic offal dishes, for example:

- sautéed kidneys
- braised liver
- steak and kidney pie
- pâté.

The standard covers a range of types of offal including liver and kidneys along with several cooking methods. The standard then goes into how you finish a basic offal dish.

This standard focuses on the technical knowledge and skills required to cook and finish basic offal dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish basic offal dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Cook; finish; basic; offal

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to check the offal meets dish requirements
2	What quality points to look for in a range of offal
3	What you should do if there are problems with the offal or other ingredients
4	The correct tools and equipment to carry out the required cooking methods
5	Why it is important to use the correct tools and equipment
6	How to carry out the cooking methods according to dish requirements
7	Why it is important to use the correct cooking and finishing methods for each type of offal
8	The correct temperatures for cooking offal and why these temperatures are important
9	How to carry out the finishing methods
10	How to check and adjust an offal dish to make sure it has the right flavour, colour, consistency and quantity
11	The correct temperatures for holding and serving offal dishes
12	The correct temperatures and procedures for storing offal dishes not for immediate use
13	Healthy eating options when cooking and finishing offal

## Performance criteria

1	Check the offal meets dish requirements
2	Choose the correct tools and equipment to cook and finish the offal
3	Use the tools and equipment correctly when cooking and finishing the offal
4	Combine the offal with other ingredients
5	Cook the offal to meet the requirements of the dish
6	Ensure the dish has the correct colour, flavour, consistency and quantity
7	Garnish and present the dish to meet requirements
8	Ensure the dish is at the correct temperature for holding and serving
9	Store any cooked offal not for immediate use in line with food safety regulations



## Scope/range related to performance criteria

### **1 Offal**

- 1.1 liver
- 1.2 kidney
- 1.3 other

### **2 Cooking methods**

- 2.1 grilling
- 2.2 griddling
- 2.3 shallow frying
- 2.4 boiling
- 2.5 braising
- 2.6 poaching
- 2.7 combining cooking methods
- 2.8 baking
- 2.9 steaming
- 2.10 'bain marie'
- 2.11 sautéing

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing
- 3.3 presenting

## Unit 24: Make basic stocks

**Unit code:** PPL2PC15

**SCQF level:** 4

**Credit points:** 3

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### Unit summary

This standard is about making basic stocks, for example:

- brown
- fish
- white
- vegetable.

This standard covers the stages required to make a range of basic stocks.

This standard focuses on the technical knowledge and skills required to make basic stocks; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- make basic stocks.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Make; basic; stocks

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of basic stocks and their characteristics
2	How to check that the ingredients meet requirements
3	What quality points to look for in stock ingredients
4	Why and to whom you should report any problems with the ingredients for stocks
5	The correct tools, knives and equipment to carry out the required preparation and cooking methods
6	How to carry out each of the preparation and cooking methods according to requirements
7	Why it is important to use the correct techniques, tools, knives and equipment when making basic stocks
8	The correct temperatures for making basic stocks and why these temperatures are important
9	How to check and adjust a stock to make sure it has the correct flavour, colour, consistency and quantity
10	The correct temperatures for holding stocks
11	The correct temperatures and procedures for storing stocks not for immediate use
12	Healthy eating options when making stocks

## Performance criteria

1	Select the type and quantity of ingredients required for preparation
2	Check the ingredients meet quality and other requirements
3	Choose the correct tools, knives and equipment required to make the stock
4	Use the tools, knives and equipment correctly when making the stock
5	Prepare the ingredients to meet the requirements of the stock
6	Cook the ingredients to meet the requirements of the stock
7	Ensure the stock has the correct flavour, colour, consistency and quantity
8	Store any cooked stock not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Stocks**

- 1.1 brown
- 1.2 fish
- 1.3 vegetable
- 1.4 white

### **2 Preparation and cooking methods**

- 2.1 weighing/measuring
- 2.2 browning/roasting
- 2.3 simmering
- 2.4 boiling
- 2.5 reducing
- 2.6 skimming
- 2.7 straining

# Unit 25: Prepare, cook and finish basic rice dishes

**Unit code:** PPL2PC18

**SCQF level:** 5

**Credit points:** 4

---

## Unit summary

This standard is about cooking and finishing basic rice dishes, for example:

- egg fried rice
- risotto
- pilaff/pilau
- kedgeriee
- stir fry
- dolmades
- rice pudding
- sushi.

The standard covers several types of rice, used in both sweet and savoury dishes and the associated preparation and cooking techniques.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic rice dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Prepare, cook and finish basic rice dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; rice

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of rice dishes and their characteristics
2	How to make sure that the rice and other ingredients meet dish requirements
3	What quality points to look for in rice
4	Why and to whom you should report any problems with the rice or other ingredients
5	The correct tools and equipment to carry out the required preparation and cooking methods
6	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
7	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing rice dishes
8	The correct temperatures for cooking rice and why these temperatures are important
9	How to check and adjust a rice dish to make sure it has the correct colour, flavour, texture and quantity
10	The correct temperatures for holding and serving rice dishes
11	The correct temperatures and procedures for storing rice dishes not for immediate use
12	Healthy eating options when preparing, cooking and finishing rice dishes



## Performance criteria

1	Select the type and quantity of rice and other ingredients required for preparation
2	Check the rice and other ingredients meet quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare, cook and finish the rice dish
4	Use the tools, knives and equipment correctly when preparing, cooking and finishing the rice dish
5	Prepare the ingredients to meet the requirements of the rice dish
6	Cook the ingredients to meet the requirements of the rice dish
7	Strain and mould the rice as required
8	Ensure the rice dish has the correct flavour, colour, texture and quantity
9	Garnish and present the rice dish to meet requirements
10	Ensure the rice dish is at the correct temperature for holding and serving
11	Dispose of or, if permitted in organisation, store any cooked rice not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Rice**

- 1.1 long
- 1.2 short
- 1.3 round
- 1.4 brown

### **2 Preparation methods**

- 2.1 soaking
- 2.2 washing

### **3 Cooking methods**

- 3.1 boiling
- 3.2 frying
- 3.3 braising
- 3.4 steaming
- 3.5 stewing
- 3.6 baking
- 3.7 microwaving

### **4 Finishing methods**

- 4.1 garnishing
- 4.2 presenting

## Unit 26: Prepare, cook and finish basic pasta dishes

**Unit code:** PPL2PC19

**SCQF level:** 5

**Credit points:** 3

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### Unit summary

This standard is about preparing, cooking and finishing basic pasta dishes, for example:

- lasagne (alforno, open)
- macaroni cheese
- cannelloni
- spaghetti bolognaise
- ravioli.

The standard covers a range of types of pasta, both dried and fresh and the associated preparation and cooking techniques.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic pasta dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic pasta dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; pasta

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of pasta dishes and their characteristics
2	How to check the pasta and other ingredients meet dish requirements
3	What quality points to look for in a range of pasta
4	Why and to whom you should report any problems with the pasta or other ingredients
5	The correct tools and equipment for the required preparation and cooking methods
6	How to carry out each of the preparation, cooking and finishing methods
7	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing pasta dishes
8	The correct temperatures for cooking pasta and why these temperatures are important
9	How to check and adjust a pasta dish to make sure it has the correct flavour, colour, texture and quantity
10	The correct temperatures for holding and serving pasta dishes
11	The correct temperatures and procedures for storing pasta dishes not for immediate use
12	Healthy eating options when preparing, cooking and finishing pasta dishes

## Performance criteria

1	Select the type and quantity of pasta and other ingredients required
2	Check the pasta and other ingredients meet quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare, cook and finish the pasta dish
4	Use the tools, knives and equipment correctly when preparing, cooking and finishing the pasta dish
5	Prepare the ingredients to meet the requirements of the pasta
6	Cook the ingredients to meet the requirements of the pasta dish
7	Ensure the pasta dish has the correct flavour, colour, texture and quantity
8	Garnish and present the pasta dish to meet requirements
9	Ensure the pasta dish is at the correct temperature for holding and serving
10	Store any cooked pasta not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Pasta**

- 1.1 stuffed pasta
- 1.2 shaped pasta
- 1.3 lasagne
- 1.4 dried pasta
- 1.5 fresh pasta

### **2 Preparation methods**

- 2.1 blanching
- 2.2 straining
- 2.3 mixing

### **3 Cooking methods**

- 3.1 boiling
- 3.2 baking
- 3.3 combination of cooking methods

### **4 Finishing methods**

- 4.1 garnishing
- 4.2 saucing
- 4.3 presenting

# Unit 27: Prepare, cook and finish basic pulse dishes

Unit code:	PPL2PC20
SCQF level:	5
Credit points:	3

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## Unit summary

This standard is about preparing, cooking and finishing basic pulse dishes, for example:

- falafel
- hummus
- bean burgers
- lentil fritters or loaves.

The standard covers a range of types of pulses, the preparation of them and how to cook them.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic pulse dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic pulse dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; pulse



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of pulse dishes and their characteristics
2	How to make sure that the pulses and other ingredients meet dish requirements
3	What quality points to look for in pulses
4	Why and to whom you should report any problems with the pulses or other ingredients
5	The correct tools and equipment to carry out the required preparation and cooking methods
6	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
7	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing pulse dishes
8	The correct temperatures for cooking pulses and why these temperatures are important
9	How to check and adjust a pulse dish to make sure it has the correct colour, flavour, texture and quantity
10	The correct temperatures for holding and serving pulse dishes
11	The correct temperatures and procedures for storing pulse dishes not for immediate use
12	Healthy eating options when preparing, cooking and finishing pulse dishes

## Performance criteria

1	Select the type and quantity of pulses and other ingredients required for preparation
2	Check the pulses and other ingredients meet quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare, cook and finish the pulse dish
4	Use the tools, knives and equipment correctly when preparing, cooking and finishing the pulse dish
5	Prepare the ingredients to meet the requirements of the pulse dish
6	Cook the ingredients to meet the requirements of the pulse dish
7	Ensure the pulse dish has the correct flavour, colour, texture and quantity
8	Garnish and present the pulse dish to meet requirements
9	Ensure the pulse dish is at the correct temperature for holding and serving
10	Store any cooked pulse dishes not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Pulses**

- 1.1 beans
- 1.2 peas
- 1.3 lentils

### **2 Preparation methods**

- 2.1 soaking and washing
- 2.2 peeling/shelling

### **3 Cooking methods**

- 3.1 boiling
- 3.2 braising
- 3.3 steaming
- 3.4 stewing
- 3.5 pureeing
- 3.6 deep frying
- 3.7 baking
- 3.8 combining cooking methods

### **4 Finishing methods**

- 4.1 garnishing
- 4.2 saucing
- 4.3 presenting

# Unit 28: Prepare, cook and finish basic vegetable protein dishes

**Unit code:** PPL2PC21

**SCQF level:** 6

**Credit points:** 5

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## Unit summary

This standard is about preparing, cooking and finishing basic vegetable protein dishes, for example:

- chilli
- sweet and sour dishes
- spaghetti bolognaise
- cottage pie.

The standard covers a range of types of vegetable protein and the various preparation and cooking methods associated with this ingredient.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic vegetable protein dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic vegetable protein dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; vegetable; protein

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The advantages of using vegetable protein for some customers
2	How to check vegetable protein and other ingredients meet dish requirements
3	What quality points to look for in vegetable protein
4	Why and to whom you should report any problems with the vegetable protein or other ingredients
5	The correct tools and equipment to carry out the required preparation methods
6	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
7	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing vegetable protein dishes
8	The correct temperatures for vegetable protein dishes and why these temperatures are important
9	How to check and adjust a vegetable protein dish to make sure it has the correct colour, flavour, texture quantity and finish
10	The correct temperatures and conditions for holding and serving vegetable protein dishes
11	The correct temperatures and procedures for storing vegetable protein dishes not for immediate use
12	Healthy eating options when making vegetable protein dishes

## Performance criteria

1	Select the type and quantity of vegetable protein and other ingredients required for preparation
2	Check the ingredients meet quality and other requirements
3	Choose the correct tools and equipment required to prepare, cook and finish the vegetable protein
4	Use the tools and equipment correctly when preparing, cooking and finishing the vegetable protein dish
5	Prepare the ingredients to meet the requirements of the vegetable protein dish
6	Cook the ingredients to meet the requirements of the vegetable protein dish
7	Ensure the vegetable protein dish has the correct flavour, colour, texture and quantity
8	Finish and present the vegetable protein dish to meet requirements
9	Ensure the vegetable protein dish is at the correct temperature for holding and serving
10	Store any cooked vegetable protein dishes not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Vegetable protein**

- 1.1 soya
- 1.2 Quorn
- 1.3 seitan
- 1.4 firm tofu
- 1.5 soft tofu

### **2 Preparation methods**

- 2.1 soaking
- 2.2 washing

### **3 Cooking methods**

- 3.1 boiling
- 3.2 braising
- 3.3 steaming
- 3.4 deep frying
- 3.5 stewing
- 3.6 straining
- 3.7 roasting
- 3.8 baking
- 3.9 frying
- 3.10 sautéing

### **4 Finishing methods**

- 4.1 garnishing
- 4.2 saucing
- 4.3 presenting

# Unit 29: Prepare, cook and finish basic egg dishes

**Unit code:** PPL2PC22

**SCQF level:** 4

**Credit points:** 3

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## Unit summary

This standard is about preparing, cooking and finishing basic egg dishes, for example:

- scrambled eggs
- eggs benedict
- omelettes
- Scotch eggs
- baked eggs
- egg custard
- meringue
- ice cream.

The standard covers a range of preparation and cooking methods associated with basic egg dishes.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic egg dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic egg dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.



## Terminology

Prepare; cook; finish; basic; egg

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of egg dishes and their characteristics
2	How to make sure that the eggs and other ingredients meet dish requirements
3	What quality points to look for in eggs
4	Why and to whom you should report any problems with the eggs or other ingredients
5	The correct tools and equipment to carry out the required preparation and cooking methods
6	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
7	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing egg dishes
8	The correct temperatures for cooking eggs and why these temperatures are important
9	How to check and adjust an egg dish to make sure it has the correct colour, flavour, texture and quantity
10	The correct temperatures for holding and serving egg dishes
11	The correct temperatures and procedures for storing egg dishes not for immediate use
12	Healthy eating options when preparing, cooking and finishing egg dishes

## Performance criteria

1	Select the type and quantity of eggs and other ingredients required for preparation
2	Check the eggs and other ingredients meet quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare, cook and finish the egg dish
4	Use the tools, knives and equipment correctly when preparing, cooking and finishing the egg dish
5	Prepare the ingredients to meet the requirements of the egg dish
6	Cook the ingredients to meet the requirements of the egg dish
7	Ensure the egg dish has the correct flavour, colour, texture and quantity
8	Garnish and present the egg dish to meet requirements
9	Ensure the egg dish is at the correct temperature for holding and serving
10	Store any cooked egg dishes not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Preparation**

- 1.1 whisking
- 1.2 mixing
- 1.3 folding

### **2 Cooking methods**

- 2.1 frying
- 2.2 griddling
- 2.3 poaching
- 2.4 baking
- 2.5 scrambling
- 2.6 bain marie
- 2.7 cooling/freezing

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing
- 3.3 presenting

# Unit 30: Prepare, cook and finish basic bread and dough products

**Unit code:** PPL2PC23

**SCQF level:** 4

**Credit points:** 3

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## Unit summary

This standard is about preparing, cooking and finishing basic bread and dough products, for example:

- enriched dough products e.g. Chelsea buns, doughnuts
- bread, bread rolls
- naan breads
- pitta breads
- pizzas
- soda bread dough.

The standard covers a range of preparation and cooking methods associated with basic bread and dough products. The standard also covers finishing methods for bread and dough products.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic bread and dough products; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic bread and dough products.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; bread; dough

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of bread and dough products and their characteristics
2	How to make sure that the ingredients meet product requirements
3	What quality points to look for in bread and dough products
4	Why and to whom you should report any problems with the bread or dough products or other ingredients
5	The correct tools and equipment to carry out the required preparation and cooking methods
6	How to carry out each of the preparation, cooking and finishing methods according to product requirements
7	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing bread and dough products
8	The correct temperatures for cooking bread and dough products and why these temperatures are important
9	How to check and adjust a bread and dough product to make sure it has the correct colour, flavour, texture quantity and finish
10	The correct temperatures and conditions for holding and serving bread and dough products
11	The correct temperatures and procedures for storing bread and dough products not for immediate use
12	Healthy eating options when preparing, cooking and finishing bread and dough products

## Performance criteria

1	Select the type and quantity of ingredients required for preparation
2	Check the ingredients meet quality and other requirements
3	Choose the correct tools and equipment required to prepare, cook and finish the bread and dough product
4	Use the tools and equipment correctly when preparing, cooking and finishing the bread and dough product
5	Prepare the ingredients to meet the requirements of the bread and dough product
6	Cook the ingredients to meet the requirements of the bread and dough product
7	Ensure the bread and dough product has the correct flavour, colour, texture, quantity and finish
8	Finish and present the bread and dough product to meet requirements
9	Ensure the bread and dough product is at the correct temperature for holding and serving
10	Store any cooked bread and dough products not for immediate use in line with food safety regulations



## Scope/range related to performance criteria

### **1 Bread and dough products**

- 1.1 enriched dough
- 1.2 soda bread dough
- 1.3 bread dough
- 1.4 naan dough/pitta dough
- 1.5 pizza dough

### **2 Preparation methods**

- 2.1 weighing/measuring
- 2.2 sieving
- 2.3 mixing/kneading
- 2.4 proving
- 2.5 knocking back
- 2.6 shaping

### **3 Cooking methods**

- 3.1 baking
- 3.2 frying

### **4 Finishing methods**

- 4.1 glazing
- 4.2 icing
- 4.3 filling
- 4.4 decorating

# **Unit 31: Prepare, cook and finish basic pastry products**

**Unit code:** PPL2PC24

**SCQF level:** 5

**Credit points:** 5

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## **Unit summary**

This standard is about preparing, cooking and finishing basic pastry products, for example:

- chocolate éclair
- apple tart
- savoury quiche
- apple turnover/pie
- steak and kidney pudding.

The standard covers a range of preparation and cooking methods associated with pastry products of all types.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic pastry products; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic pastry products.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; pastry

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of pastry and their characteristics
2	How to make sure that the ingredients meet product requirements
3	Why it is important to follow a recipe correctly when preparing pastry products
4	What quality points to look for in a range of pastry types
5	Why and to whom you should report any problems with the pastry or other ingredients
6	The correct tools and equipment to carry out the required preparation and cooking methods
7	How to carry out each of the preparation, cooking and finishing methods according to product requirements
8	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing pastry products
9	The correct temperatures for cooking pastry products and why these temperatures are important
10	How to check and adjust a pastry product to make sure it has the correct colour, flavour, texture, quantity and finish
11	The correct temperatures and conditions for holding and serving pastry products
12	The correct temperatures and procedures for storing pastry products not for immediate use
13	Healthy eating options when preparing, cooking and finishing pastry products

## Performance criteria

1	Select the type and quantity of ingredients required for preparation
2	Check the ingredients meet quality and other requirements
3	Choose the correct tools and equipment required to prepare, cook and finish the pastry product
4	Use the tools and equipment correctly when preparing, cooking and finishing the pastry product
5	Prepare the ingredients to meet the requirements of the pastry product
6	Cook the ingredients to meet the requirements of the pastry product
7	Ensure the pastry product has the correct flavour, colour, texture, quantity and finish
8	Finish and present the pastry product to meet requirements
9	Ensure the pastry product is at the correct temperature for holding and serving
10	Store any cooked pastry not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Pastry**

- 1.1 short
- 1.2 sweet
- 1.3 suet
- 1.4 choux
- 1.5 convenience

### **2 Preparation methods**

- 2.1 weighing/measuring
- 2.2 sifting
- 2.3 rubbing in
- 2.4 creaming
- 2.5 resting
- 2.6 piping
- 2.7 rolling
- 2.8 cutting/shaping/trimming
- 2.9 lining

### **3 Cooking methods**

- 3.1 baking
- 3.2 steaming
- 3.3 deep frying
- 3.4 combining cooking methods

### **4 Finishing methods**

- 4.1 garnishing
- 4.2 presenting

## **Unit 32:**

# **Prepare, cook and finish basic cakes, sponges, biscuits and scones**

**Unit code:** PPL2PC25

**SCQF level:** 5

**Credit points:** 4

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### **Unit summary**

This standard is about preparing, cooking and finishing basic cakes, sponges, biscuits and scones, for example:

- Victoria sponge
- fruit scones
- fruit cake
- shortbread.

The standard covers a range of types of preparation methods moving onto cooking methods and then how to finish basic cakes, sponges, biscuits and scones.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic cakes, sponges, biscuits and scones; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Prepare, cook and finish basic cakes, sponges, biscuits and scones.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; cakes; sponges; biscuits; scones



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of cakes, sponges, biscuits and scones and their characteristics
2	How to make sure that the ingredients meet product requirements
3	What quality points to look for in cakes, sponges, biscuits and scones
4	Why and to whom you should report any problems with the cakes, sponges, biscuits and scones or other ingredients
5	The correct tools and equipment to carry out the required preparation and cooking methods
6	How to carry out each of the preparation, cooking and finishing methods according to product requirements
7	Why it is important to use the correct techniques, tools and equipment when preparing, cooking/baking and finishing cakes, sponges, biscuits and scones
8	The correct temperatures for cooking cakes, sponges, biscuits and scones and why these temperatures are important
9	How to check and adjust cakes, sponges, biscuits and scones to make sure they have the correct colour, flavour, texture quantity and finish
10	The correct temperatures and conditions for holding and serving cakes, sponges, biscuits and scones
11	The correct temperatures and procedures for storing cakes, sponges, biscuits and scones not for immediate use
12	Healthy eating options when preparing, cooking and finishing cakes, sponges, biscuits and scones

## Performance criteria

1	Select the type and quantity of ingredients required for preparation
2	Check the ingredients meet quality and other requirements
3	Choose the correct tools and equipment required to prepare, cook and finish the cake, sponge, biscuit or scone
4	Use the tools and equipment correctly when preparing, cooking and finishing the cake, sponge, biscuit or scone
5	Prepare the ingredients to meet the requirements of the cake, sponge, biscuit or scone
6	Cook the ingredients to meet the requirements of the cake, sponge, biscuit or scone
7	Ensure the cake, sponge, biscuit or scone has the correct flavour, colour, texture, quantity and finish
8	Finish and present the cake, sponge, biscuit or scone to meet requirements
9	Ensure the cake, sponge, biscuit or scone is at the correct temperature for holding and serving
10	Store any cooked, cakes, sponges, biscuits and scones not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Preparation methods**

- 1.1 using ready mix
- 1.2 weighing/measuring
- 1.3 creaming/beating
- 1.4 whisking
- 1.5 folding
- 1.6 rubbing in
- 1.7 greasing
- 1.8 glazing
- 1.9 portioning
- 1.10 piping
- 1.11 shaping
- 1.12 filling
- 1.13 rolling
- 1.14 lining
- 1.15 trimming/icing
- 1.16 spreading/smoothing
- 1.17 kneading
- 1.18 mixing

### **2 Cooking methods**

- 2.1 baking

### **3 Finishing methods**

- 3.1 dusting/dredging/sprinkling
- 3.2 icing
- 3.3 presenting
- 3.4 adding accompaniments

# **Unit 33: Prepare, cook and finish basic grain dishes**

<b>Unit code:</b>	<b>PPL2PC26</b>
<b>SCQF level:</b>	<b>4</b>
<b>Credit points:</b>	<b>3</b>

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## **Unit summary**

This standard is about preparing, cooking and finishing basic grain dishes, for example:

- grain salads
- buckwheat pancakes
- polenta dishes
- bulgur tabouleh
- cous cous side dishes
- crumble toppings (sweet or savoury) using oats
- quinoa salads.

The standard covers a range of types of grains including oats, millet, cous cous and quinoa amongst others. Preparation and cooking methods are also covered along with how to finish a basic grain dish.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic grain dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic grain dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; grain; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of grain and their characteristics
2	Other foods for which grains can be used as a substitute
3	How to make sure that the grain and other ingredients meet product requirements
4	What quality points to look for in grain
5	Why and to whom you should report any problems with the grains or other ingredients
6	The correct tools and equipment to carry out the required preparation and cooking methods
7	How to carry out each of the preparation, cooking and finishing methods according to product requirements
8	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing grain dishes
9	The correct temperatures for cooking grain dishes and why these temperatures are important
10	How to check and adjust grain dishes to make sure it has the correct colour, flavour, texture and quantity
11	The correct temperatures for holding and serving grain dishes
12	The correct temperatures and procedures for storing grain dishes not for immediate use
13	Healthy eating options when preparing, cooking and finishing grain dishes

## Performance criteria

1	Select the type and quantity of grains and other ingredients required for preparation
2	Check the grains and other ingredients meet quality and other requirements
3	Choose the correct tools and equipment required to prepare, cook and finish the grain dish
4	Use the tools and equipment correctly when preparing, cooking and finishing the grain dish
5	Prepare the ingredients to meet the requirements of the grain dish
6	Cook the ingredients to meet the requirements of the grain dish
7	Ensure the grain dish has the correct flavour, colour, texture, and quantity
8	Finish and present the grain dish to meet requirements
9	Ensure the grain dish is at the correct temperature for holding and serving
10	Store any cooked grain products not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Grains**

- 1.1 barley (pearl/pot)
- 1.2 buckwheat
- 1.3 corn/maize (polenta)
- 1.4 oats
- 1.5 millet
- 1.6 wheat (bulgur/semolina/cous cous)
- 1.7 quinoa

### **2 Preparation and cooking methods**

- 2.1 soaking
- 2.2 boiling
- 2.3 leaving covered
- 2.4 baking

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 adding accompaniments
- 3.3 presenting
- 3.4 combining with other ingredients



## Unit 34:

## Prepare, cook and finish basic cold and hot desserts

**Unit code:**

**PPL2PC27**

**SCQF level:**

**5**

**Credit points:**

**4**

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### Unit summary

This standard is about cooking and finishing basic hot and cold desserts including:

- ice cream
- chocolate mousse
- sticky toffee pudding
- creme caramel
- apple pie
- lemon cheesecake
- trifle.

The standard covers the preparation methods and cooking methods associated with desserts and then goes onto how to finish a hot or cold dessert.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish basic cold and hot desserts; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic hot and cold desserts.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; basic; cold; hot; desserts

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of cold and hot desserts and their characteristics
2	How to make sure that the ingredients meet product requirements
3	What quality points to look for in cold and hot desserts
4	Why and to whom you should report any problems with the ingredients
5	The correct tools and equipment to carry out the required preparation and cooking methods
6	How to carry out each of the preparation, cooking and finishing methods according to product requirements
7	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing desserts
8	The correct times and temperatures for cooking desserts and why these temperatures are important
9	How to check and adjust a dessert make sure it has the correct colour, flavour, texture, quantity and finish
10	The correct temperatures and conditions for holding and serving desserts
11	The correct temperatures and procedures for storing desserts not for immediate use
12	Healthy eating options when preparing, cooking and finishing desserts

## Performance criteria

1	Select the type and quantity of ingredients required for preparation
2	Check the ingredients meet quality and other requirements
3	Choose the correct tools and equipment required to prepare, cook and finish the dessert
4	Use the tools and equipment correctly when preparing, cooking and finishing the dessert
5	Prepare the ingredients to meet the requirements of the dessert
6	Cook the ingredients to meet the requirements of the dessert
7	Ensure the dessert has the correct flavour, colour, texture, quantity and finish
8	Finish and present the dessert to meet requirements
9	Ensure the dessert is at the correct temperature for holding and serving
10	Store any cooked desserts not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Dessert**

- 1.1 ice cream
- 1.2 mousse
- 1.3 egg based
- 1.4 batter based
- 1.5 sponge based
- 1.6 fruit based
- 1.7 pastry based
- 1.8 set desserts

### **2 Preparation methods**

- 2.1 slicing
- 2.2 creaming
- 2.3 folding
- 2.4 moulding
- 2.5 mixing
- 2.6 aeration
- 2.7 addition of flavours/colours
- 2.8 puréeing
- 2.9 combining
- 2.10 portioning
- 2.11 chilling

### **3 Cooking methods**

- 3.1 boiling/poaching
- 3.2 stewing
- 3.3 baking
- 3.4 combination cooking
- 3.5 steaming
- 3.6 frying

### **4 Finishing methods**

- 4.1 filling
- 4.2 glazing
- 4.3 piping
- 4.4 garnishing

# **Unit 35: Prepare and present food for cold presentation**

**Unit code:** PPL2PC28

**SCQF level:** 5

**Credit points:** 3

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## **Unit summary**

This standard is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. It also covers the holding of such foods to maintain effective food safety.

The food products covered include:

- bread products such as bread and rolls
- salads
- pre-prepared pies
- cooked meats
- fish
- pre-prepared terrines
- pre-prepared pâtés
- cured meats
- shellfish
- basic vinaigrette and cold sauces.

This standard focuses on the technical knowledge and skills required to prepare and present food for cold presentation; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare and present food for cold presentation.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; present; food; cold presentation

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to make sure that the food products and garnish ingredients meet requirements
2	What quality points to look for in the presentation of cooked, cured and prepared foods
3	Why and to whom you should report any problems with the food items for cold presentation
4	The correct tools, knives and equipment to carry out the required preparation methods
5	Why it is important to use the correct techniques, tools, knives and equipment when preparing food for cold presentation
6	How to prepare the food products and garnish ingredients for cold presentation
7	How to produce basic vinaigrette and cold sauces
8	How to finish and garnish food products for cold presentation
9	How to check and adjust food products to make sure they have the correct colour, flavour, texture and quantity
10	Why time and temperature are important when preparing cooked, cured and prepared food for presentation
11	Why cooked, cured and prepared foods should be stored at the required temperature before presentation
12	Healthy eating options when preparing and presenting food for cold presentation



## Performance criteria

1	Select the type and quantity of food products and garnish ingredients required for preparation
2	Check the food products and garnish ingredients meet quality and other requirements
3	Choose the correct tools, knives and equipment to prepare and present the food for cold presentation
4	Use the tools, knives and equipment correctly when preparing and presenting the food
5	Prepare food products to meet the requirements of the dish
6	Ensure food products have the correct flavour, colour, texture and quantity
7	Garnish and present the food products to meet requirements
8	Store any prepared food products and garnish not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Food products**

- 1.1 bread products
- 1.2 salads
- 1.3 pre-prepared pies
- 1.4 cooked red/white meat
- 1.5 fish
- 1.6 pre-prepared terrines
- 1.7 pre-prepared pâtés
- 1.8 cured meats
- 1.9 shellfish
- 1.10 vinaigrette
- 1.11 cold sauces

### **2 Garnish ingredients**

- 2.1 fruit
- 2.2 vegetables
- 2.3 herbs

### **3 Preparation methods**

- 3.1 slicing
- 3.2 dressing
- 3.3 garnishing
- 3.4 portioning
- 3.5 whisking
- 3.6 combining ingredients

# Unit 36: Prepare, cook and finish dim sum

**Unit code:** PPL2PC29

**SCQF level:** 5

**Credit points:** 3

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## Unit summary

This standard is about preparing from raw ingredients, cooking and finishing the most common dim sum dishes.

The standard looks at various preparation methods and then how to cook and finish dim sum dishes.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish dim sum; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic dim sum dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; dim sum

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of ingredients to meet product requirements
2	What quality points to look for in the ingredients
3	Why and to whom you should report any problems with the ingredients
4	What the correct tools and equipment are and the reasons for using them when carrying out the required preparation and cooking methods
5	What preparation and cooking methods are appropriate to each type of dim sum products
6	How to carry out each of the preparation methods according to product requirements
7	How to identify when dim sum fillings have the correct colour, flavour, texture and quantity
8	The quality points relating to prepared dim sum dough and won ton wrapper products
9	How to minimise and correct common faults with dim sum fillings, dough and wrappers
10	How to control portion sizes and minimise waste
11	The correct temperatures for storing dim sum fillings not for immediate use
12	How to store dim sum fillings
13	The storage/holding requirements and ideal conditions for processed dim sum dough and won ton wrapper products and what precautions should be taken when storing them
14	Healthy eating options when preparing and cooking dim sum
15	The effects of various temperatures and humidity on the ingredients used

## Knowledge and understanding

16	The quality points relating to finished dim sum dough and wrappers
17	The quality points relating to finished dim sum products

## Performance criteria

1	Select the type and quantity of ingredients needed for the product
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools, knives and equipment to prepare, fill and assemble dim sum
4	Use tools, knives and equipment correctly when preparing, filling and assembling dim sum
5	Prepare and combine ingredients to meet the requirements of the dish
6	Fill dough and wrappers with the correct amount of filling
7	Shape dim sum to the required standard
8	Cook dim sum using the appropriate cooking method
9	Ensure the product has the correct colour, texture, quantity and finish
10	Ensure the product is at the correct temperature for holding and storing
11	Store any cooked products not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Ingredients**

- 1.1 raw fish and shellfish
- 1.2 raw meat and poultry
- 1.3 vegetables and vegetable products
- 1.4 seasonings and sauces
- 1.5 dried ingredients

### **2 Dough and wrappers**

- 2.1 dough
- 2.2 won ton wrappers
- 2.3 pastry based casing
- 2.4 cheung fun

### **3 Dim sum**

- 3.1 encased in dough
- 3.2 encased in won ton wrappers
- 3.3 cheung fun based
- 3.4 pastry based

### **4 Preparation methods**

- 4.1 weighing/measuring
- 4.2 chopping
- 4.3 mixing
- 4.4 mixing/kneading
- 4.5 shaping
- 4.6 combining with fats
- 4.7 sealing
- 4.8 portioning

### **5 Cooking methods**

- 5.1 steaming
- 5.2 boiling
- 5.3 frying
- 5.4 baking
- 5.5 combining cooking methods

### **6 Finishing methods**

- 6.1 portioning
- 6.2 garnishing
- 6.3 adding accompaniments

## Unit 37:

## Prepare, cook and finish noodle dishes

**Unit code:** PPL2PC30

**SCQF level:** 5

**Credit points:** 4

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### Unit summary

This standard is about preparing, cooking and finishing fresh noodles, dried noodles and noodle dishes.

Both fresh and dried noodles are included in the standard and a range of preparation and cooking methods associated with noodles.

The preparation and cooking techniques covered include:

- portioning
- boiling
- soaking
- combining cooking methods.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish noodle dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish basic noodle dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; cook; finish; noodle; dishes



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of noodle dishes and their characteristics
2	How to select the correct type, quality and quantity of noodles and other ingredients to meet dish requirements
3	What quality points to look for in noodles
4	Why and to whom you should report any problems with the noodles or other ingredients
5	The correct tools and equipment to carry out the required preparation and cooking methods
6	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
7	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing noodle dishes
8	The correct temperatures for cooking noodles and why these temperatures are important
9	How to check and adjust noodle dishes to make sure they have the correct colour, flavour, texture and quantity
10	The correct temperature for holding and serving noodle dishes
11	How to store uncooked, dried and fresh noodles
12	How to store cooked noodles and noodle dishes
13	Healthy eating options when preparing, cooking and finishing noodle dishes

### Performance criteria

1	Check the noodles and other ingredients meet dish requirements
2	Choose and use the correct tools and equipment correctly for preparing, cooking and finishing noodle dishes
3	Prepare and cook the noodles and other ingredients to meet dish requirements
4	Ensure the noodle dish has the correct flavour, colour, texture and quantity
5	Present and garnish the noodle dish to meet requirements
6	Ensure the noodle dish is at the correct temperature for holding and serving
7	Store any cooked noodle dishes not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Noodles**

- 1.1 fresh noodles
- 1.2 dried noodles

### **2 Preparation methods**

- 2.1 soaking
- 2.2 blanching
- 2.3 straining
- 2.4 mixing

### **3 Cooking methods**

- 3.1 boiling
- 3.2 steaming
- 3.3 deep frying
- 3.4 wok frying
- 3.5 combining cooking methods

### **4 Finishing methods**

- 4.1 garnishing
- 4.2 presenting

# Unit 38: Prepare and cook food using a tandoor

**Unit code:** PPL2PC31

**SCQF level:** 5

**Credit points:** 4

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## Unit summary

This standard is about preparing food for and using a tandoor oven. Dishes might include:

- tandoori chicken
- kebabs
- tandoori fish
- naan breads.

The standard covers preparation methods as well as the cooking techniques.

This standard focuses on the technical knowledge and skills required to prepare and cook food using a tandoor; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook food using a tandoor oven.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; tandoor

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of food that can be cooked in a tandoor
2	How to make sure the ingredients meet dish requirements
3	What quality points to look for in tandoor dish ingredients
4	Why and to whom you should report any problems with the oven or ingredients
5	The correct tools, knives and equipment for preparation and cooking using a tandoor
6	Why it is important to use the correct techniques, tools and equipment when preparing, cooking and finishing tandoor dishes
7	How to prepare the tandoor for cooking
8	The correct temperatures for tandoor cooking
9	How to minimise and correct common faults in tandoor cooking
10	How to carry out the finishing methods
11	How to check and adjust a tandoor dish to make sure it has the correct colour, flavour, texture and quantity
12	The correct temperatures for holding and serving tandoor dishes
13	The correct temperatures and procedures for storing tandoor dishes not for immediate use
14	Healthy eating options when preparing, cooking and finishing tandoor dishes

## Performance criteria

1	Select the type and quantity of ingredients required for preparation
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools, knives and equipment for preparing and cooking using a tandoor
4	Use the tools, knives and equipment correctly when preparing and cooking food using a tandoor
5	Prepare ingredients to meet the requirements of the dish
6	Prepare food for cooking to meet the requirements of the dish
7	Prepare the tandoor to ensure that it is cooking at the required temperature
8	Place the food in the tandoor oven in the appropriate position
9	Cook the food to meet the requirements of the dish
10	Garnish and present according to dish requirements
11	Store any food items not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Food for cooking**

- 1.1 whole pieces of meat and fish
- 1.2 kebabs
- 1.3 bread

### **2 Preparation methods**

- 2.1 marinating and coating
- 2.2 forming onto skewers
- 2.3 shaping

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 presenting

## Unit 39: **Contribute to sustainable practise in kitchens**

**Unit code:** PPL2PC34

**SCQF level:** 4

**Credit points:** 3

---

### Unit summary

This standard is about working in a sustainable way in a commercial kitchen.

You will need to work effectively to ensure the efficient use of utilities and other resources, and to minimise waste. In addition, you need to assess your own performance and identify and implement opportunities to improve efficiency.

This standard is recommended for line, production, commis and other chefs working in commercial kitchens.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

- contribute to sustainable practise in kitchens.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Sustainability; sustainable; menu; cookery; chef



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Terminology used in relation to sustainability in commercial kitchens
2	Why commercial kitchens use sustainably sourced food
3	What utilities and resources are used in commercial kitchens and how they are used
4	Why commercial kitchens need to reduce the use of utilities
5	How commercial kitchens could improve the use of utilities
6	What government initiatives can help to improving the use of utilities
Performance criteria	
1	Work effectively according to standard operating procedures
2	Assess own performance to identify possible efficiency improvements
3	Report accurately any opportunities to improve the efficiency of utilities and other resources
4	Report promptly and accurately variations in utility and resource usage and any actions you have taken in response
5	Implement actions to improve the efficiency of utility and other resource usage
6	Work efficiently in line with menu specifications to avoid and minimise waste

## Scope/range related to performance criteria

### **1 Utilities and other resources**

- 1.1 gas
- 1.2 electricity
- 1.3 water
- 1.4 food
- 1.5 disposables
- 1.6 sundries, e.g. tinfoil, clingfilm

# **Unit 40: Prepare meals to meet relevant nutritional standards set for school meals**

**Unit code:** PPL1PRD5

**SCQF level:** 4

**Credit points:** 3

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## **Unit summary**

This unit is about preparing a range of healthy meals which meet the national standard set for school meals. It covers how you would safely prepare the meals, appropriate cooking methods and presentation skills, but primarily ensures that the meals are nutritionally balanced and meet the current guidelines set.

This unit focuses on the technical knowledge and skills required to prepare meals to meet relevant nutritional standards set for school; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- prepare meals to meet the relevant nutritional standards set for school meals.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## **Terminology**

Prepare; meals; nutritional; standards; school

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

### Knowledge and understanding

#### Prepare meals to meet relevant nutritional standards set for school meals

1	Safe and hygienic working practices when preparing, cooking and finishing nutritious meals
2	Where to find the current nutritional standards and daily guidance amounts set for school meals
3	The range of different special dietary requirements that may be encountered, and the impact that they have upon the production of food
4	The differences between dietary, religious and cultural requirements and how these are accounted for within your workplace
5	Why it is important to follow food safety requirements when preparing, cooking and finishing school meals
6	How to check that the ingredients meet your workplace requirements and are fit for use, of the correct quality and quantity
7	Why and to whom you should report any problems with ingredients
8	How to carry out the relevant preparation, cooking and finishing methods for the dish to ensure that nutritional standards are met
9	Healthy eating options when preparing, cooking and finishing meals
10	How to present nutritious school meals in a way that meets your customers' high expectations and your workplace standards
11	The correct storage requirements for basic dishes not for immediate consumption
12	The types of unexpected situations that may occur when preparing, cooking and finishing school meals

## Performance criteria

### Prepare meals to meet the relevant standards set for school meals

1	Ensure that the preparation area is clean, undamaged and ready for use according to your workplace standard
2	Ensure that the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be and switched on ready for use
3	Check that all ingredients meet the dish, food safety and your workplace requirements
4	Liaise with the relevant people to identify the required nutritional content for each dish
5	Prepare and cook the meals to meet nutritional requirements, making sure that the finished dishes have the correct colour, texture, consistency and flavour
6	Ensure that all meals are cooked and held at the correct temperature
7	Present and finish the meals to meet customer and your workplace requirements
8	Store any cooked dishes not for immediate use according to workplace requirements in line with food safety regulations
9	Report any problems with dishes to the appropriate person

## **Scope/range related to performance criteria**

There is no specific scope/range for this unit.

# **Unit 41: Modify dishes to meet the specific nutritional needs of individuals**

<b>Unit code:</b>	<b>PPL2PRD17</b>
<b>SCQF level:</b>	<b>5</b>
<b>Credit points:</b>	<b>2</b>

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## **Unit summary**

This unit is about modifying a dish to ensure that it meets the specific nutritional needs of your customer. You may be working in a hospital kitchen meeting the needs of patients or as a restaurant chef accommodating a customer.

Modification may include the addition of or the removal of specific ingredients essential for your customers' wellbeing. Reasons for addition or removal may be linked to medical conditions, dietary requirements or allergic reactions.

This unit focuses on the technical knowledge and skills required to modify dishes to meet the specific nutritional needs of individuals; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- modify dishes to meet the specific nutritional needs of individuals.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## **Terminology**

Modify; content; dishes

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

### Knowledge and understanding

#### Modify dishes to meet the specific nutritional needs of individuals

1	Safe and hygienic working practices when modifying the content of food and drink products within dishes to meet the specific nutritional needs of individuals
2	What the main nutrient groups are and which foods provide them
3	How to check that the ingredients meet your workplace requirements and are fit for use, of the correct quality and quantity
4	Why and to whom you should report any problems with ingredients and dishes
5	Which preparation, cooking and finishing methods affect the dietary content of foods
6	Healthy eating options when preparing, cooking and finishing dishes
7	The importance of tailoring dishes to meet the specific requirements of individuals
8	Where to find current information regarding specific diets and recommended nutritional information
9	The current list of foods most commonly linked to allergic reactions
10	How the risk of allergic reactions can be minimised
11	The correct storage requirements for dishes not for immediate consumption
12	The importance of clear and accurate labelling of food and accurate communication between colleagues
13	The types of unexpected situations that may occur when preparing, cooking and finishing dishes to meet specific individual requirements and how to deal with them



## Performance criteria

### Modify dishes to meet the specific nutritional needs of individuals

1	Ensure that the preparation area and equipment is clean, undamaged and ready for use according to your workplace standard
2	Check that all ingredients meet the dish, food safety and your workplace requirements
3	Prioritise your work and carry it out in an efficient manner ensuring that there is no cross-contamination of undesired ingredients/allergens
4	Obtain and follow clear and accurate information relating to specific individual dietary requirements and how this affects food and drink products within the dish
5	Prepare and cook the dish to meet specific requirements, adding, incorporating or removing necessary ingredients/allergens
6	Ensure the finished dish has the correct colour, texture, consistency, flavour and nutritional content required
7	Check that the dish is cooked and held at the correct temperature until ready for service
8	Label and safely store any dishes not for immediate use according to workplace and food safety requirements
9	Clean preparation, cooking areas and equipment to your workplace and legal standards after use
10	Report any problems with modification of dishes to the proper person

## Scope/range related to performance criteria

### **1 Food and drinks products**

- 1.1 cereals/pulses
- 1.2 fruit
- 1.3 egg
- 1.4 meat
- 1.5 soups/stocks/sauces
- 1.6 cheese
- 1.7 pasta
- 1.8 fish
- 1.9 vegetables
- 1.10 liquids/drinks

### **2 Modify/fortify**

- 2.1 volume
- 2.2 consistency/texture
- 2.3 nutritional balance/content

### **3 Dietary requirements**

- 3.1 calorific value
- 3.2 nutritional content
- 3.3 specific ingredients/allergens

## **Unit 42:**

# **Liaise with care team to ensure that individuals' nutritional needs are met**

**Unit code:** PPL2PRD20

**SCQF level:** 5

**Credit points:** 5

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### **Unit summary**

This unit is about caterers working with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and fluids through the provision of meals.

The unit requires that the individual has a sound knowledge of the nutritional requirements of the general population and how food meets these requirements.

This unit focuses on the technical knowledge and skills required to liaise with care team to ensure that individuals' nutritional needs are met; however it should be assessed in the wider context of safe and hygienic working practices.

It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the unit:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this unit you will be able to demonstrate your understanding of and your ability to:

- liaise with care team to ensure that individuals' nutritional needs are met.

### **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### **Terminology**

Liaise; care; team; individuals; nutritional; needs

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
Liaise with care team to ensure that individuals' nutritional needs are met	
1	The key care roles that operate within the organisation and the need to liaise with them
2	The nutritional requirements that customers may have
3	The most appropriate meal options available to support nutritional requirements
4	The role of a 'care plan'
5	The significance of meal times and rotated meal times
6	How nutritional screening is implemented within the organisation
7	The information that can be interpreted and used following nutritional screening
8	What quantity of nutrients are typically needed to maintain a good dietary balance

## Performance criteria

### **Liaise with care team to ensure that individuals' nutritional needs are met**

1	Develop relationships with carers that recognises their role and expertise
2	Work with care team to identify specific nutritional requirements of individuals and groups of customers
3	Understand, use and explore any information with carers, gaining clarification on specific points
4	Work with appropriate people to gather information about resources, and options that are available to meet the nutritional needs identified
5	Work with carers to identify what additional support is needed to ensure that nutrition and fluid requirements are met including the consistency, timing and service of the food
6	Follow organisational procedures to ensure that customer requirements are recorded and available to authorised people
7	Seek additional help where the needs are outside your scope of responsibility and expertise

## **Scope/range related to performance criteria**

There is no specific scope/range for this unit.

## Unit 43:

## Order stock

Unit code:

PPL2GEN2

SCQF level:

5

Credit points:

3

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### Unit summary

This standard is about ordering stock in line with established purchasing agreements. It details several ordering methods, such as electronically, as well as the type of information that is consistently required during the ordering process.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

- order stock.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Order stock; purchasing; ordering; delivery; stock; ordering; supplier

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	What the ordering process is in own area of responsibility
2	When you should order new stock in line with organisational requirements
3	Who is responsible for arranging the central purchasing agreement
4	What the central purchasing agreement contains
5	Why and who to contact when problems occur with the ordering process
6	When ordering needs to be approved by a line manager
7	Where to obtain the ordering documentation from
8	What information needs to be entered on the documentation
9	Where ordering documentation is kept



## Performance criteria

1	Check stock levels on a regular basis and consult with colleagues to determine if new stock is required
2	Identify stock requirements, ensuring sufficient storage space will be available upon arrival
3	Obtain relevant documentation for ordering stock and where required obtain permission from the proper person to place an order
4	Complete required information on documentation and use the correct method of ordering within the time required to ensure delivery before current stock is finished
5	Maintain documentation in line with organisational requirements
6	Obtain and file notification of placed orders and notification from supplier
7	Respond to queries and solve problems that arise about the order within your authority

## Scope/range related to performance criteria

### **1 Stock requirements**

- 1.1 product type
- 1.2 product brand
- 1.3 amount

### **2 Required information**

- 2.1 quantity
- 2.2 product type
- 2.3 date for required delivery
- 2.4 contact details other people

### **3 Method of ordering**

- 3.1 electronic
- 3.2 in person
- 3.3 telephone

### **4 Problems**

- 4.1 quantity
- 4.2 time
- 4.3 non-delivery
- 4.4 availability
- 4.5 type
- 4.6 quality

## Unit 44:

## Complete kitchen documentation

**Unit code:**

**PPL2GEN14**

**SCQF level:**

**5**

**Credit points:**

**2**

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### Unit summary

This standard is about completing documentation commonly used in kitchen environments: for example, temperature charts, time sheets, accident report forms, food safety information and equipment fault reports.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- complete kitchen documentation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Complete; kitchen; documentation

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

### Knowledge and understanding

#### Complete kitchen documentation

1	Which documents are required to be completed in your workplace and why it is important to do so
2	Where to obtain the relevant documentation and how to complete it according to your workplace and legal requirements
3	The procedures for copying, filing and actioning documentation in your workplace
4	To whom and why you must report any problems with documentation
5	The importance of accurate, legible and timely completion of documentation
6	The types of unexpected situations that may occur when monitoring and completing kitchen documentation

### Performance criteria

#### Complete kitchen documentation

1	Check there are sufficient, relevant documents ready for use according to your workplace standard
2	Complete documents accurately, legibly and on time according to your workplace standards
3	Process documentation correctly according to your workplace standards
4	Answer any questions regarding the completion of documentation within the boundaries of your authority to indicate your understanding

## Scope/range related to performance criteria

### **1 Relevant document**

- 1.1 temperature charts
- 1.2 food safety information
- 1.3 accident report forms
- 1.4 equipment fault reports
- 1.5 usage reports
- 1.6 delivery notes
- 1.7 cleaning rotas

## Unit 45:

## Set up and close kitchen

**Unit code:**

**PPL2GEN15**

**SCQF level:**

**5**

**Credit points:**

**2**

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### Unit summary

This standard is about ensuring that all resources and equipment are ready for kitchen operations. It also details the skills required to shut down the kitchen at the end of the shift.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- set up and close kitchen.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Set up; close; kitchen

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

### Knowledge and understanding

#### Prepare kitchen for food operations

1	Safe and hygienic working practices when preparing kitchen for food operations
2	How and why it is important to check that all equipment is in good working order and switched on in readiness for food operations
3	Why it is important to monitor the temperature of kitchen storage equipment and areas
4	Why and to whom any problems should be reported
5	The types of unexpected situations that may occur when preparing the kitchen for food operations

#### Close kitchen after operations

6	Safe and hygienic working practices when closing kitchen after food operations
7	Why all kitchen tools and equipment should be cleaned and stored correctly following use
8	The importance of following manufacturers' and workplace procedures for turning off, unplugging and cleaning kitchen equipment following use
9	Why and to whom any problems should be reported
10	The types of unexpected situations that may occur when closing the kitchen after food operations

## Performance criteria

### Prepare kitchen for food operations

1	Prioritise your work and carry it out in an efficient manner
2	Check that kitchen resources and equipment are clean, of the right type, sufficient and in working order
3	Turn on appropriate kitchen equipment at the correct time and to the correct setting
4	Report any unhygienic or defective kitchen equipment or other problems to the appropriate person
5	Complete work and documentation in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for the food operations
6	Request assistance if unable to prepare the kitchen within specified timescales

### Close kitchen after operations

7	Prioritise work and carry it out in an efficient manner
8	Ensure that all resources and equipment are clean and store all resources and equipment to your workplace and legal requirements
9	Check and record that food storage equipment meets your workplace and legal requirements for kitchen closure
10	Check that cooking equipment is turned off, unplugged where necessary, and cleaned following manufacturers' and your workplace standard
11	Report any problem with equipment to the appropriate person
12	Complete work and documentation in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations



## Scope/range related to performance criteria

### **1 Tools**

- 1.1 knives
- 1.2 utensils

### **2 Kitchen equipment**

- 2.1 oven/combination oven
- 2.2 grill
- 2.3 hob
- 2.4 fryer
- 2.5 microwave
- 2.6 steamer

### **3 Food storage equipment**

- 3.1 dry store/larder
- 3.2 fridge
- 3.3 freezer

# Unit 46: Process dried ingredients prior to cooking

**Unit code:** PPL2PC32

**SCQF level:** 3

**Credit points:** 2

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## Unit summary

This standard is about processing dried ingredients prior to cooking.

Dishes that may require this process include some Asian dishes or the use of dried mushrooms in a risotto. It covers different types of dried ingredients including meat, fish, shellfish, vegetables and fungi. The standard includes portioning, re-hydrating and combining with other ingredients as the processing methods.

This standard focuses on the technical knowledge and skills required to process dried ingredients prior to cooking; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Ensure food safety practices are followed in the preparation and serving of food and drink
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- process dried ingredients prior to cooking.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Process; dried; ingredients; prior; cooking

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of dried ingredients to meet dish requirements
2	What quality points to look for in dried ingredients
3	What you should do if there are problems with the dried ingredients
4	How to carry out the required preparation methods according to dish requirements
5	How to minimise and correct common faults when using dried ingredients
6	How to identify when dried ingredients have the correct colour, flavour, texture and quantity once re-hydrated
7	The correct temperatures for holding and storing dried ingredients
8	How to store uncooked, re-hydrated ingredients

## Performance criteria

1	Check the dried foods meet dish requirements
2	Choose the correct tools and equipment to process dried ingredients prior to cooking
3	Use the tools and equipment correctly when processing dried ingredients prior to cooking
4	Re-hydrate dried foods in the correct manner to meet dish requirements
5	Ensure the re-hydrated food has the correct flavour, colour, texture and quantity
6	Remove non-edible parts of the re-hydrated food
7	Ensure the re-hydrated food is held ready for combining with other ingredients in a way which preserves its colour, consistency and flavour
8	Store any re-hydrated food not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Dried foods**

- 1.1 dried meat
- 1.2 dried fish and shellfish
- 1.3 dried vegetables and fungi

### **2 Preparation methods**

- 2.1 cleaning
- 2.2 soaking
- 2.3 washing
- 2.4 straining

## Unit 47:

## Prepare and mix spice and herb blends

**Unit code:** PPL2PC33

**SCQF level:** 4

**Credit points:** 2

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### Unit summary

This standard is about selecting, preparing and blending a variety of spices and herbs to produce spice mixes ready for cooking, for example:

- dry spice mixes
- paste, e.g. Thai green curry.

Spices might include cumin and ginger while herbs could be fresh basil or coriander. The standard covers the preparation methods used to make spice and herb blends as well as cooking techniques where applicable.

This standard focuses on the technical knowledge and skills required to prepare and mix spice and herb blends; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain basic food safety in catering
- Maintain food safety in a kitchen environment
- Provide basic advice on allergens to customers
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare and mix spice and herb blends.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; mix; spice; herb blends

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of ingredients to meet spice mix/herb blend requirements
2	What quality points to look for in spice mix ingredients
3	Why and to whom you should report any problems with the spices, herbs or other ingredients
4	What the correct tools and equipment are and the reasons for using them when carrying out the required preparation and cooking methods
5	How to carry out each of the preparation methods according to spice mix/herb blend requirements
6	The correct temperatures for cooking/toasting spices
7	How to identify when individual spices and spice mixes have the correct colour, flavour, consistency and quantity
8	How to finish and store spice mixes/herb blends
9	How to minimise and correct common faults in spice mixes/herb blends
10	How to balance the flavour, texture, colour, consistency and quality of the final spice mix/herb blend
11	What quality points relate to spice mixes/herb blends
12	The correct temperatures and conditions for holding and storing spice mixes/herb blends
13	How to store spice mixes/herb blends

## Performance criteria

1	Select the type and quantity of ingredients needed for the spice mix/herb blend
2	Check the ingredients to make sure they meet quality standards
3	Choose and use tools and equipment correctly to prepare and mix spice and herb blends
4	Combine the ingredients according to spice mix or herb blend requirements
5	Process the spice mix/herb blends to meet requirements
6	Ensure the spice mix/herb blend has the correct flavour, colour, aroma, consistency and quantity
7	Ensure the spice mix/herb blend is at the correct temperature for holding and serving
8	Store any cooked or uncooked spice mix/herb blends not for immediate use in a way which preserves the flavour, colour, aroma and consistency in line with food safety regulations



## Scope/range related to performance criteria

### **1 Ingredients**

- 1.1 fresh spices and herbs
- 1.2 dried spices and herbs
- 1.3 vegetables

### **2 Preparation methods**

- 2.1 cleaning and trimming
- 2.2 weighing/measuring
- 2.3 chopping
- 2.4 crushing
- 2.5 pounding
- 2.6 grinding
- 2.7 mixing

### **3 Equipment**

- 3.1 spice grinding machine
- 3.2 pestle and mortar
- 3.3 knives

## Unit 48:

## Maintain the health, hygiene, safety and security of the working environment

**Unit code:**

**PPLHSL4**

**SCQF level:**

**7**

**Credit points:**

**5**

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### Unit summary

This standard is about maintaining health, safety, security and hygiene standards relevant to your area of responsibility. The maintenance of these standards is essential in protecting staff and customers from harm. This standard is for hospitality team leaders, first line managers or supervisors.

In most working environments there is always the possibility of an accident or damage to someone's health. The cost of something going wrong can be high. As well as the trauma for individuals of personal injury there is the potential cost of staff days lost due to work-related illness or injury. There is also the potential compensation payments and damage to the organisation's reputation following a customer complaint.

Maintaining a safe working environment doesn't have to be complicated or time-consuming. All that many organisations need is a basic but robust set of procedures that protect both staff and customers from harm.

Taking personal responsibility for understanding and applying procedures is important for any supervisor or manager, as is making staff do the same. This standard covers this key area in more detail.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- maintain the health, hygiene, safety and security of the working environment

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Health; hygiene; safety; security; working environment; gambling

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Your responsibilities for health, hygiene, safety, and security
2	The main areas of health, hygiene, safety law and regulations that affect the work for which you are responsible
3	The statutory authorities that enforce these health, hygiene, and safety laws and regulations
4	Your organisation's health, hygiene, safety and security procedures that are relevant to your work
5	The implications of breaking the law on health, hygiene and safety both for you and your organisation
6	The person who is responsible for first aid, health, hygiene, safety and security in your organisation and their responsibilities
7	Your responsibilities for the health, hygiene, safety, and security of permanent and temporary staff and the importance of making sure they are aware of relevant procedures
8	How to communicate with colleagues on issues to do with health, hygiene, safety, and security
9	The types of information about health, hygiene, safety and security that you should record and store
10	The procedures you should follow to record and store information about health, hygiene, safety and security
11	Other people and organisations that need to have access to your information about health, hygiene, safety and security
12	The information on health, hygiene, safety and security you might have to give to external authorities
13	The procedures you should follow to make recommendations about health, hygiene, safety and security and to whom you should make them
14	Your organisation's emergency procedures
15	How to identify report or deal with faults with the equipment you are responsible for

## Knowledge and understanding

16	The limits of your authority when directly dealing with risks and hazards – what you can do yourself and what you need to report
17	How to develop contingency plans that will reduce the impact of any health, hygiene, safety and security problems that occur
18	How to monitor your area of responsibility to make sure you maintain the health, hygiene, safety and security of employees, customers and other members of the public
19	How frequently you should carry out health, hygiene, safety and security inspections
20	The typical health, hygiene, safety and security hazards that exist, or may exist, in your area of responsibility
21	How to assess the risks associated with these hazards
22	How to eliminate or minimise the risk associated with typical health, hygiene, safety and security of the working environment
23	What to do in the event of an emergency, including: 23.1 bomb alert 23.2 fire
24	Evacuation procedures that relate to you and your staff in the area of work

## Performance criteria

1	Ensure that you have information on health, hygiene, safety and security procedures that apply to your area of responsibility
2	Ensure colleagues have relevant information on health, hygiene, safety and security issues within your area of responsibility
3	Make colleagues aware of the importance of following health, hygiene, safety and security procedures
4	Check that colleagues follow the health, hygiene, safety and security procedures that apply to your area of responsibility
5	Monitor your area of responsibility for risks to health, hygiene, safety and security
6	Deal with risks and accidents promptly, following organisational procedures and legal requirements for safeguarding customers and staff
7	Record or report risks and any health, hygiene, safety or security action that you have taken according to your organisational procedures
8	Pass on information relating to how procedures are working and how they can be improved with regards to identified health, hygiene, safety and security risks

## Behaviours

**The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor**

- 1.1 You respond quickly to crisis and problems with a proposed course of action
- 1.2 You identify people's information needs
- 1.3 You make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.4 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 1.5 You are vigilant for possible risks and hazards
- 1.6 You take personal responsibility for making things happen
- 1.7 You identify the implications or consequences of a situation
- 1.8 You act within the limits of your authority
- 1.9 You constantly seek to improve performance

### **Links to other NOS**

This standard is a sector specific standard. This standard is linked to all other standards in the Hospitality Supervision and Leadership suite of standards.

Supervisors working directly with food and drink should also refer to standard HSL30 which focuses specifically on food safety, covering the topic at a more in depth level appropriate to their area of work.

# Unit 49: Cook and finish complex vegetarian dishes

Unit code:	PPL3PC1
SCQF level:	6
Credit points:	6

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## Unit summary

This standard is about cooking and finishing complex vegetarian dishes, for example:

- timbale
- vegetable terrine
- potato galette.

The standard covers all of the main vegetable groups. It then goes onto the cooking methods and finishing techniques associated with complex vegetarian dishes.

This standard focuses on the technical knowledge and skills required to cook and finish complex vegetarian dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish complex vegetarian dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Cook; finish; complex; vegetable; vegetarian

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of vegetables to meet dish requirements
2	What quality points to look for in vegetables
3	What you should do if there are problems with the vegetables or other ingredients
4	How to combine vegetables with other ingredients to create a complex and balanced dish
5	What the correct tools and equipment are and the reasons for using them when carrying out the required cooking methods
6	How to carry out each of the cooking and finishing methods according to dish requirements
7	The correct temperatures for cooking vegetables using each cooking method and why these temperatures are important
8	The appropriate garnishes, dressing, sauces and glazes for a range of complex vegetable dishes
9	What cooking methods are appropriate to each type of complex vegetable dish and how to check the vegetable is cooked correctly for each
10	How to minimise and correct common faults in complex vegetable dishes
11	How to adjust the flavour, consistency and colour of the complex vegetable dish
12	The current trends and methodologies in relation to cooking and finishing complex vegetable dishes
13	Correct temperatures for holding and serving complex vegetable dishes
14	How to store complex vegetable dishes not for immediate consumption
15	Healthy eating options when cooking and finishing complex vegetable dishes
16	How to maximize and retain nutritional content of complex vegetable dishes during cooking



## Performance criteria

1	Select the type and quantity of vegetables needed for the dish
2	Check the vegetables to make sure they meet quality standards and other requirements
3	Choose the correct tools and equipment to cook and finish the vegetables
4	Use the tools and equipment correctly to cook and finish the vegetables
5	Combine the vegetables with other ingredients
6	Cook the vegetables and other ingredients to meet the requirements of the dish
7	Ensure the dish has the correct flavour, colour, consistency and quantity
8	Garnish and present the dish to meet requirements
9	Ensure the dish is at the correct temperature for holding and serving
10	Store any items not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Vegetables**

- 1.1 roots
- 1.2 bulbs
- 1.3 flower heads
- 1.4 fungi
- 1.5 seeds and pods
- 1.6 tubers
- 1.7 leaves
- 1.8 stems
- 1.9 vegetable fruits

### **2 Cooking methods**

- 2.1 blanching
- 2.2 boiling
- 2.3 roasting
- 2.4 baking
- 2.5 grilling
- 2.6 braising
- 2.7 frying (deep/shallow/stir)
- 2.8 steaming
- 2.9 stewing
- 2.10 confit
- 2.11 sous vide
- 2.12 smoking
- 2.13 pickling
- 2.14 sevice
- 2.15 combining cooking methods

### **3 Other ingredients**

- 3.1 nuts
- 3.2 meat substitutes
- 3.3 pulses
- 3.4 pastry
- 3.5 rice
- 3.6 pasta
- 3.7 grains

## **4 Finishing methods**

- 4.1 garnishing
- 4.2 saucing/glazing/dressing
- 4.3 presenting

## Unit 50:

## Prepare fish for complex dishes

**Unit code:**

**PPL3PC2**

**SCQF level:**

**6**

**Credit points:**

**6**

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### Unit summary

This standard is about preparing fresh, unprepared fish for complex dishes. Preparation methods include full filleting as well as different cuts of fish. A range of types of fish are covered in the standard including exotic.

This standard focuses on the technical knowledge and skills required to prepare fish for complex dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare fish for complex dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; fish; complex

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The main characteristics of different types of fish
2	What quality points to look for in fresh fish
3	What you should do if there are problems with the fish or other ingredients
4	The nutritional values of each type of fish
5	How to select the correct type, quality and quantity of fish to meet dish requirements
6	Suitable cuts for each type of fish
7	The approximate yields of prepared fish
8	How to control portions to minimise waste
9	Preparation methods for different complex fish dishes
10	The current trends in relation to preparing complex fish dishes
11	What the correct techniques, tools, knives and equipment are and the reasons for using them when carrying out the required preparation methods. What the correct techniques, tools, knives and equipment are and the
12	How to store prepared fish
13	Healthy eating options when preparing fish for complex dishes

### Performance criteria

1	Select the type and quantity of fish required for preparation
2	Check the fish meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the fish
4	Use the tools, knives and equipment correctly when preparing the fish
5	Prepare the fish to maintain quality and meet the requirements of the dish
6	Store any prepared fish not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Fish**

- 1.1 white fish - round
- 1.2 white fish - flat
- 1.3 oily fish
- 1.4 exotic fish

### **2 Preparation methods**

- 2.1 gutting
- 2.2 filleting
- 2.3 cutting
  - darne
  - goujons
  - plait
  - paupiette
  - supreme
  - tronçon
- 2.4 trimming
- 2.5 skinning
- 2.6 marinating
- 2.7 coating
- 2.8 topping (for example with herb crust)
- 2.9 covering (for example, en croûte)
- 2.10 portioning

# Unit 51: Cook and finish complex fish dishes

**Unit code:** PPL3PC3

**SCQF level:** 6

**Credit points:** 6

---

## Unit summary

This standard is about cooking and finishing complex fish dishes, for example:

- fish en croûte
- brandade
- salmon roulade
- coulibiac
- mousseline
- bouillabaisse.

The standard covers a range of types of fish, including exotic and the cooking methods and finishing techniques associated with complex fish dishes.

This standard focuses on the technical knowledge and skills required to cook and finish complex fish dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish complex fish dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Cook; finish; complex; fish



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of fish to meet dish requirement
2	What quality points to look for in fish
3	What you should do if there are problems with the fish or other ingredients
4	What the correct tools and equipment are and the reasons for using them when carrying out the required cooking methods
5	How to combine fish with other ingredients to create a complex and balanced dish
6	How to carry out each of the cooking methods according to dish requirements
7	The correct temperatures for cooking fish using each cooking method and why these temperatures are important
8	How to check and adjust the flavour, consistency and colour of complex fish dishes
9	What cooking methods are appropriate to each type of complex fish dish and how to check fish is cooked
10	How to minimise and correct common faults in complex fish dishes
11	The appropriate finishing methods for a range of complex fish dishes
12	The current trends and methodologies in relation to cooking and finishing complex fish dishes
13	The correct temperatures for holding and serving complex fish dishes
14	How to store complex fish dishes not for immediate use
15	Healthy eating options when cooking and finishing complex fish dishes

## Performance criteria

1	Select the type and quantity of fish needed for the dish
2	Check the fish to make sure it meets quality standards and other requirements
3	Choose the correct tools and equipment to cook and finish the fish
4	Use the tools and equipment correctly when cooking and finishing the fish
5	Combine the fish with other ingredients
6	Cook the fish to meet the requirements of the dish
7	Ensure the dish has the correct flavour, colour, consistency and quantity
8	Garnish and present the dish to meet requirements
9	Ensure the dish is at the correct temperature for holding and serving
10	Store any cooked fish not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Fish**

- 1.1 white fish – round
- 1.2 white fish – flat
- 1.3 oily
- 1.4 exotic

### **2 Cooking methods**

- 2.1 frying (deep/shallow)
- 2.2 grilling
- 2.3 en papillote
- 2.4 baking
- 2.5 steaming
- 2.6 poaching
- 2.7 sous vide
- 2.8 confit
- 2.9 smoking
- 2.10 combination of cooking methods

### **3 Finishing methods**

- 3.1 coating with a sauce
- 3.2 dressing
- 3.3 garnishing

## Unit 52:

## Prepare shellfish for complex dishes

**Unit code:**

**PPL3PC4**

**SCQF level:**

**6**

**Credit points:**

**6**

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### Unit summary

This standard is about preparing fresh shellfish for complex dishes. The standard covers a range of preparation methods and both crustaceans and molluscs.

This standard focuses on the technical knowledge and skills required to prepare shellfish for complex dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare shellfish for complex dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; shellfish; complex

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The main characteristics of different types of shellfish
2	What quality points to look for in fresh shellfish
3	What you should do if there are problems with the shellfish or other ingredients
4	How to detect live shellfish
5	How to select the correct type, quality and quantity of shellfish to meet dish requirements
6	Suitable preparation methods for each type of shellfish
7	The approximate yields of prepared shellfish
8	How to control portions to minimise waste
9	Preparation methods for different complex shellfish dishes
10	The current trends in relation to preparing complex shellfish dishes
11	What the correct techniques, tools, knives and equipment are and the reasons for using them when carrying out the required preparation methods
12	How to store prepared shellfish
13	Healthy eating options when preparing shellfish for complex dishes

### Performance criteria

1	Select the type and quantity of shellfish required for preparation
2	Check the shellfish meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the shellfish
4	Use the tools, knives and equipment correctly when preparing the shellfish
5	Prepare the shellfish to maintain quality and meet the requirements of the dish
6	Store any prepared shellfish not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Shellfish**

- 1.1 oysters
- 1.2 crabs
- 1.3 prawns/shrimps
- 1.4 langoustines
- 1.5 lobsters/crawfish
- 1.6 crayfish
- 1.7 scampi/Dublin Bay prawns
- 1.8 mussels
- 1.9 scallops
- 1.10 squid
- 1.11 octopus

### **2 Preparation methods**

- 2.1 cleaning
- 2.2 shelling
- 2.3 washing
- 2.4 marinating
- 2.5 coating
- 2.6 blending
- 2.7 cutting

# Unit 53: Prepare meat for complex dishes

**Unit code:** PPL3PC6

**SCQF level:** 6

**Credit points:** 5

---

## Unit summary

This standard is about preparing meat for complex dishes. The standard covers a range of preparation methods and types of meat.

This standard focuses on the technical knowledge and skills required to prepare meat for complex dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare meat for complex dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; meat; complex



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The main characteristics of different types of meat
2	What quality points to look for in fresh meat
3	What you should do if there are problems with the meat or other ingredients
4	The nutritional values of each type of meat
5	How to select the correct type, quality and quantity of meat to meet dish requirements
6	Suitable cuts for each type of meat
7	The approximate yields of prepared meat and how to make use of by-products
8	How to control portions to minimise waste
9	Preparation methods for different complex meat dishes
10	The current trends in relation to preparing complex meat dishes
11	What the correct techniques, tools, knives and equipment are and the reasons for using them when carrying out the required preparation methods
12	How to store prepared meat
13	Healthy eating options when preparing meat for complex dishes

### Performance criteria

1	Select the type and quantity of meat required for preparation
2	Check the meat meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the meat
4	Use the tools, knives and equipment correctly when preparing the meat
5	Prepare the meat to maintain quality and meet the requirements of the dish
6	Store any prepared meat not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Meat**

- 1.1 beef
- 1.2 lamb
- 1.3 pork
- 1.4 veal

### **2 Preparation methods**

- 2.1 boning
- 2.2 trimming
- 2.3 rolling
- 2.4 tenderising
- 2.5 chining
- 2.6 tying
- 2.7 larding/barding
- 2.8 portioning by weight
- 2.9 portioning for dish
- 2.10 slicing
- 2.11 mincing
- 2.12 seasoning/marinating

## Unit 54:

## Cook and finish complex meat dishes

**Unit code:**

**PPL3PC7**

**SCQF level:**

**6**

**Credit points:**

**6**

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### Unit summary

This standard is about cooking and finishing complex meat dishes, for example:

- osso bucco
- pot roasted leg of lamb
- beef wellington.

The standard covers the primary and secondary cuts of a range of meats. It then goes onto the cooking methods and finishing techniques associated with complex meat dishes.

This standard focuses on the technical knowledge and skills required to cook and finish complex meat dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish complex meat dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Cook; finish; complex; meat

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of meat to meet dish requirements
2	What quality points to look for in meat
3	What you should do if there are problems with the meat or other ingredients
4	What the correct tools and equipment are and the reasons for using them when carrying out the required cooking methods
5	How to combine meat with other ingredients to create a complex and balanced dish
6	How to carry out each of the cooking methods according to dish requirements
7	The correct temperatures for cooking each type of meat using each cooking method and why these temperatures are important
8	How to check and adjust the flavour, consistency and colour of the complex meat
9	What cooking methods are appropriate to each type of complex meat dish and how to check that meat is cooked correctly
10	How to minimise and correct common faults in complex meat dishes
11	The appropriate finishing methods for a range of complex meat dishes
12	The current trends and methodologies in relation to cooking and finishing complex meat dishes
13	The correct temperatures for holding and serving complex meat dishes
14	How to store complex meat dishes not for immediate use
15	Healthy eating options when cooking and finishing complex meat dishes

## Performance criteria

1	Select the type and quantity of meat needed for the dish
2	Check the meat to make sure it meets quality standards and other requirements
3	Choose the correct tools and equipment to cook and finish the meat
4	Use the tools and equipment correctly when cooking and finishing the meat
5	Combine the meat with other ingredients
6	Cook the meat for the requirements of the dish
7	Ensure the dish has the correct flavour, colour, consistency and quantity
8	Garnish and present the dish to meet requirements
9	Ensure the dish is at the correct temperature for holding and serving
10	Store any cooked meat not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Meat**

- 1.1 beef
- 1.2 lamb
- 1.3 pork
- 1.4 veal

### **2 Cooking methods**

- 2.1 grilling (over and under heat)
- 2.2 frying (deep/shallow/stir)
- 2.3 boiling
- 2.4 braising
- 2.5 steaming
- 2.6 stewing
- 2.7 roasting
- 2.8 pot roasting
- 2.9 sous vide
- 2.10 combining cooking methods

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing/glazing/dressing
- 3.3 presenting

# Unit 55: Prepare poultry for complex dishes

**Unit code:** PPL3PC8

**SCQF level:** 6

**Credit points:** 4

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## Unit summary

This standard is about preparing poultry for complex dishes. It covers a range of preparation methods and types of poultry.

This standard focuses on the technical knowledge and skills required to prepare poultry for complex dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare poultry for complex dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; poultry; complex



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The main characteristics of different types of poultry
2	What quality points to look for in fresh poultry
3	What you should do if there are problems with the poultry or other ingredients
4	The nutritional values of each type of poultry
5	How to select the correct type, quality and quantity of poultry to meet dish requirements
6	Suitable cuts for each type of poultry
7	The approximate yields of prepared poultry
8	How to control portions to minimise waste
9	Preparation methods for different complex poultry dishes
10	The current trends in relation to preparing complex poultry dishes
11	What the correct techniques, tools, knives and equipment are and the reasons for using them when carrying out the required preparation methods
12	How to store prepared poultry
13	Healthy eating options when preparing poultry for complex dishes

### Performance criteria

1	Select the type and quantity of poultry required for preparation
2	Check the poultry meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the poultry
4	Use the tools, knives and equipment correctly when preparing the poultry
5	Prepare the poultry to maintain quality and meet the requirements of the dish
6	Store any prepared poultry not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Poultry**

- 1.1 duck
- 1.2 guinea fowl
- 1.3 goose
- 1.4 chicken
- 1.5 turkey
- 1.6 poussin

### **2 Preparation methods**

- 2.1 checking and preparing the cavity
- 2.2 boning
- 2.3 seasoning
- 2.4 marinating
- 2.5 trimming
- 2.6 cutting
- 2.7 ballotine
- 2.8 blending
- 2.9 sieving
- 2.10 stuffing/filling
- 2.11 tying/trussing
- 2.12 galantine cooking methods

# Unit 56: Cook and finish complex poultry dishes

**Unit code:** PPL3PC9

**SCQF level:** 6

**Credit points:** 6

---

## Unit summary

This standard is about cooking and finishing complex poultry dishes, for example:

- mousse
- timbale
- ballotine
- quenelles
- soufflé
- confit
- galantine.

The standard covers the different types of poultry. It then goes onto the cooking methods and finishing techniques associated with complex poultry dishes.

This standard focuses on the technical knowledge and skills required to cook and finish complex poultry dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish complex poultry dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Cook; finish; complex; poultry

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of poultry and other ingredients to meet dish requirements
2	What quality points to look for in poultry
3	What you should do if there are problems with the poultry or other ingredients
4	What the correct tools and equipment are and the reasons for using them when carrying out the required cooking methods
5	How to combine poultry with other ingredients to create a complex and balanced dish
6	How to carry out each of the cooking methods according to dish requirements
7	The correct temperatures for cooking different types of poultry by the listed methods and why these are important
8	The appropriate finishing methods for a range of complex poultry dishes
9	What cooking methods are appropriate to each type of complex poultry dish and how to check the poultry is cooked correctly
10	How to minimise and correct common faults in complex poultry dishes
11	How to check and adjust the flavour, consistency and colour of complex poultry dishes
12	The current trends and methodologies in relation to cooking and finishing complex poultry dishes
13	The correct temperatures for holding and serving complex poultry dishes
14	How to store complex poultry dishes not for immediate use
15	Healthy eating options when cooking and finishing complex poultry dishes

## Performance criteria

1	Select the type and quantity of poultry needed for the dish
2	Check the poultry to make sure it meets quality standards and other requirements
3	Choose the correct tools and equipment to cook and finish the poultry
4	Use the tools and equipment correctly when cooking and finishing the poultry
5	Combine the poultry with other ingredients
6	Cook the poultry to meet the requirements of the dish
7	Ensure the dish has the correct flavour, colour, consistency and quantity
8	Garnish and present the dish to meet requirements
9	Ensure the dish is at the correct temperature for holding and serving
10	Store any cooked poultry not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Poultry**

- 1.1 duck
- 1.2 guinea fowl
- 1.3 goose
- 1.4 chicken
- 1.5 turkey
- 1.6 poussin

### **2 Cooking methods**

- 2.1 grilling/griddling
- 2.2 sautéing
- 2.3 roasting
- 2.4 poaching
- 2.5 pot roasting
- 2.6 frying (deep/shallow/stir)
- 2.7 baking
- 2.8 steaming
- 2.9 en papillote
- 2.10 spatchcock
- 2.11 smoking
- 2.12 confit
- 2.13 sous vide
- 2.14 combining cooking methods

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing/glazing/dressing
- 3.3 presenting



## Unit 57:

## Prepare game for complex dishes

**Unit code:**

**PPL3PC10**

**SCQF level:**

**6**

**Credit points:**

**4**

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### Unit summary

This standard is about preparing game for complex dishes, for example:

- pot roasted quail
- sautéed pigeon
- roasted saddled venison
- braised rabbit/hare.

The standard covers a range of preparation methods and types of game, both furred and feathered.

This standard focuses on the technical knowledge and skills required to prepare game for complex dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare game for complex dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; game; complex

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The main characteristics of different types of game
2	What quality points to look for in fresh game
3	What you should do if there are problems with the game or other ingredients
4	The nutritional values of each type of game
5	How to select the correct type, quality and quantity of game to meet dish requirements
6	Suitable cuts for each type of game
7	The approximate yields of prepared game
8	How to control portions to minimise waste
9	Preparation methods for different complex game dishes
10	The current trends in relation to preparing complex game dishes
11	What the correct techniques, tools, knives and equipment are and the reasons for using them when carrying out the required preparation methods
12	How to store prepared game
13	Healthy eating options when preparing game for complex dishes

### Performance criteria

1	Select the type and quantity of game required for preparation
2	Check the game meets quality and other requirements
3	Choose the correct tools, knives and equipment required to prepare the game
4	Use the tools, knives and equipment correctly when preparing the game
5	Prepare the game to maintain quality and meet the requirements of the dish
6	Store any prepared game not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Game**

- 1.1 in fur
- 1.2 in feather

### **2 Preparation methods**

- 2.1 hanging
- 2.2 skinning
- 2.3 plucking
- 2.4 checking for and removing shot
- 2.5 washing
- 2.6 seasoning
- 2.7 marinating
- 2.8 trimming
- 2.9 cutting (portion and dice)
- 2.10 stuffing/filling
- 2.11 chining
- 2.12 tunnelling (bones)
- 2.13 ballotine
- 2.14 smoking (hot and cold)
- 2.15 galantine

## Unit 58:

## Prepare, cook and finish complex hot sauces

**Unit code:**

**PPL3PC12**

**SCQF level:**

**6**

**Credit points:**

**4**

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### Unit summary

This standard is about preparing, cooking and finishing complex hot sauces, for example:

- compound butter sauces
- other roux-based sauces (for example, beurre manié or cold roux)
- emulsified sauces (for example, beurre blanc or hollandaise)
- cream thickening sauces
- white/brown sauce derivatives
- reduced sauces.

The standard covers a range of preparation, cooking and finishing techniques associated with complex hot sauces.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish complex hot sauces; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish complex hot sauces.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; complex; hot sauces

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of complex hot sauces and their characteristics
2	Safe use of alcohol in sauces and why it is used
3	How to select the correct type, quality and quantity of ingredients to meet sauce requirements
4	What quality points to look for in sauce ingredients
5	What you should do if there are problems with the ingredients
6	What the correct tools, knives and equipment are to carry out the required preparation, cooking and finishing methods
7	How to carry out each of the preparation, cooking and finishing methods according to sauce requirements
8	Why it is important to use the correct techniques, tools, knives and equipment and techniques when preparing, cooking and finishing complex hot sauces
9	The correct temperatures for cooking complex hot sauces and why these temperatures are important
10	Common faults in complex sauces
11	Current trends in relation to complex hot sauces
12	How to identify when sauces have the correct colour, flavour, consistency, quantity and finish
13	How to adjust the taste and flavour of complex sauces, stocks, gravies and glazes
14	How to balance the flavour, texture, colour, consistency and quality of the final dish with the sauce
15	The appropriate accompaniments and garnishes for different complex sauces

## Knowledge and understanding

16	What quality points relate to complex hot sauces
17	The correct temperatures for holding and serving sauces
18	How to store cooked sauces not for immediate use
19	Healthy eating options when preparing, cooking and finishing complex hot sauces



## Performance criteria

1	Select the type and quantity of ingredients needed for preparation
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools, knives and equipment required to prepare, cook and finish the sauce
4	Use the tools, knives and equipment correctly when preparing, cooking and finishing the sauce
5	Combine the ingredients according to dish requirements
6	Prepare and cook the sauce to meet requirements
7	Ensure the sauce has the correct flavour, colour, consistency and quantity
8	Present the sauce to meet requirements
9	Ensure the dish is at the correct temperature for holding and serving
10	Store any cooked sauce not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Preparation, cooking and finishing methods**

- 1.1 weighting/measuring
- 1.2 chopping
- 1.3 simmering
- 1.4 reducing
- 1.5 boiling
- 1.6 make a roux
- 1.7 passing/straining/blending
- 1.8 skimming
- 1.9 whisking
- 1.10 adding cream
- 1.11 adding thickening agents
- 1.12 purée

## Unit 59:

## Prepare, cook and finish complex soups

**Unit code:**

**PPL3PC13**

**SCQF level:**

**6**

**Credit points:**

**5**

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### Unit summary

This standard is about preparing, cooking and finishing complex soups, for example:

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

The standard covers a range of preparation, cooking and finishing methods associated with complex soups.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish complex soups; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish complex soups.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; cook; finish; complex; soups

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of complex soup and their characteristics
2	How to select the correct type, quality and quantity of ingredients to meet dish requirements
3	What quality points to look for in soup ingredients
4	What you should do if there are problems with the ingredients
5	What the correct tools, knives and equipment are when carrying out the required preparation, cooking and finishing methods
6	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
7	Why it is important to use the correct tools, knives, equipment and techniques when preparing, cooking and finishing complex soups
8	The correct temperatures for cooking complex soups and why these temperatures are important
9	Common faults in complex soups and how to minimise and correct them
10	How to identify when soups have the correct colour, flavour, consistency, quantity and finish
11	How to adjust the taste and flavour of complex soups
12	How to balance the flavour, texture, colour, consistency and quality of the soup
13	The appropriate accompaniments and garnishes for different complex soups
14	Current trends in relation to complex soups
15	What quality points relate to complex soups
16	The correct temperatures for holding and serving soups

## Knowledge and understanding

17	How to store cooked soups not for immediate use
18	Healthy eating options when preparing, cooking and finishing complex soups

## Performance criteria

1	Select the type and quantity of ingredients needed for the soup
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools, knives and equipment to prepare, cook and finish the soup
4	Use the tools, knives and equipment correctly when preparing, cooking and finishing the soup
5	Combine the ingredients ready for cooking
6	Prepare and cook the soup to meet requirements
7	Ensure the soup has the correct flavour, colour, consistency and quantity
8	Finish and present the soup to meet requirements
9	Ensure the dish is at the correct temperature for holding and serving
10	Store any cooked soup not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Preparation, cooking and finishing methods**

- 1.1 weighting/measuring
- 1.2 chopping
- 1.3 simmering
- 1.4 clarifying
- 1.5 boiling
- 1.6 whisking
- 1.7 passing/straining
- 1.8 skimming
- 1.9 chilling
- 1.10 liaison
- 1.11 accompaniment/garnish

### **2 Soups**

- 2.1 consommé
- 2.2 bisque
- 2.3 chowder
- 2.4 velouté
- 2.5 complex cream soups
- 2.6 cold soups

# Unit 60: Prepare, cook and finish fresh pasta dishes

**Unit code:** PPL3PC14

**SCQF level:** 6

**Credit points:** 3

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## Unit summary

This standard is about preparing, cooking and finishing fresh pasta dishes, for example:

- ravioli/raviolo
- tortellini
- tagliatelle.

The standard covers fresh and filled pasta and a range of preparation, cooking and finishing techniques associated with fresh pasta.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish fresh pasta dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish fresh pasta dishes.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; fresh; pasta



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of complex pasta dishes and their characteristics
2	How to select the correct type, quality and quantity of pasta and other ingredients to meet dish requirements
3	What quality points to look for in pasta and other ingredients
4	What you should do if there are problems with the pasta and other ingredients
5	What the correct tools, knives and equipment are to carry out the required preparation and cooking methods
6	How to carry out each of the preparation and cooking methods according to dish requirements
7	How to identify when freshly made pasta has the correct qualities
8	Why it is important to use the correct techniques, tools, knives and equipment and techniques when preparing, cooking and finishing complex pasta dishes
9	The correct temperatures for cooking complex pasta dishes and why these temperatures are important
10	Common faults in complex pasta dishes and how to minimise and correct them
11	How to finish and present complex pasta dishes
12	Current trends in relation to complex pasta dishes
13	How to identify when pasta dishes have the correct colour, flavour, consistency, quantity and finish
14	How to adjust the taste and flavour of complex pasta dishes
15	How to balance the flavour, texture, colour, consistency and quality of the final dish
16	The appropriate accompaniments and garnishes for different complex pasta dishes

## Knowledge and understanding

17	What quality points relate to complex pasta dishes
18	The correct temperatures for holding and serving pasta dishes
19	How to store cooked pasta dishes not for immediate use
20	Healthy eating options when preparing, cooking and finishing complex pasta dishes

## Performance criteria

1	Select the type and quantity of pasta and other ingredients needed for the dish
2	Check all ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools, knives and equipment to prepare, cook and finish the pasta
4	Use the tools, knives and equipment correctly when preparing, cooking and finishing the pasta
5	Prepare the fresh pasta and other ingredients to meet dish requirements
6	Cook the pasta and other ingredients to meet dish requirements
7	Ensure the dish has the correct flavour, colour, texture and quantity
8	Present the dish to meet requirements
9	Ensure the dish is at the correct temperature for holding and serving
10	Store any cooked pasta dishes not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Pasta**

- 1.1 filled pasta
- 1.2 unfilled pasta

### **2 Preparation and cooking methods**

- 2.1 weighing/measuring
- 2.2 sieving
- 2.3 pulling/kneading
- 2.4 resting
- 2.5 rolling
- 2.6 portioning
- 2.7 boiling
- 2.8 baking
- 2.9 combining cooking methods

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing/glazing/dressing
- 3.3 presenting

# **Unit 61: Prepare, cook and finish complex bread and dough products**

**Unit code:** PPL3PC15

**SCQF level:** 6

**Credit points:** 4

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## **Unit summary**

This standard is about preparing, cooking/baking and finishing complex bread and dough products, for example

- tea breads
- brioche
- croissants/danish pastries
- bagels
- pumpernickel
- peshwari naan
- focaccia/ciabatta
- sour dough.

The standard covers a range of preparation, cooking and baking techniques associated with complex bread and dough products.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish complex bread and dough products; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish complex bread and dough products.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; complex; bread; dough

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of complex bread and dough products and their characteristics
2	How to select the correct type, quality and quantity of ingredients to meet product requirements
3	What you should do if there are problems with the ingredients
4	What the correct tools and equipment are to carry out the required preparation and cooking methods
5	How to carry out each of the preparation and cooking methods according to product requirement
6	The quality points relating to prepared fermented dough products
7	Why it is important to use the correct tools knives, equipment and techniques when preparing, cooking and finishing products
8	The effects of varied temperatures and humidity on the ingredients used
9	The storage/holding requirements and ideal conditions for processed dough products and what precautions should be taken when storing dough products
10	Common faults in complex bread and dough products and how to minimise and correct them
11	The processing methods appropriate to each type of fermented dough product
12	Current trends in relation to complex bread and dough products
13	The quality points relating to finished complex dough products
14	Healthy eating options when preparing, cooking and finishing complex bread and dough products

## Performance criteria

1	Select the type and quantity of ingredients needed for the product
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools and equipment to prepare, cook and finish the products
4	Use the tools and equipment correctly when preparing, cooking and finishing the products
5	Prepare and cook the ingredients to meet requirements
6	Ensure the bread and dough product has the correct colour, texture and finish
7	Present the bread and dough product to meet requirements
8	Ensure the bread and dough product is at the correct temperature for holding and serving
9	Store any cooked bread and dough product not for immediate use in line with food safety regulations



## Scope/range related to performance criteria

### **1 Bread and dough products**

- 1.1 enriched dough
- 1.2 laminated dough
- 1.3 bread dough

### **2 Preparation and cooking methods**

- 2.1 serving area
- 2.2 weighing/measuring
- 2.2 sieving
- 2.3 mixing/kneading
- 2.4 proving
- 2.5 knocking back
- 2.6 shaping
- 2.7 laminating
- 2.8 folding
- 2.9 baking
- 2.10 frying

## Unit 62:

## Prepare, cook and present complex cold products

**Unit code:**

**PPL3PC20**

**SCQF level:**

**6**

**Credit points:**

**5**

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### Unit summary

This standard is about producing complex cold products for example:

- 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
- rice
- terrines
- pâté
- smoked items
- mousses
- cold savoury/buffet appetisers.

The standard covers a range of preparation, cooking and finishing methods associated with complex cold products.

This standard focuses on the technical knowledge and skills required to prepare, cook and present complex cold products; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment

- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and present complex cold products.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## **Terminology**

Prepare; cook; present; complex; cold

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of ingredients to meet product requirements
2	What you should do if there are problems with the ingredients
3	What the correct tools, knives and equipment are to carry out the required preparation, cooking and finishing methods
4	How to carry out each of the preparation, cooking and finishing methods according to product requirements
5	Why it is important to use the correct tools, knives, equipment and techniques when preparing, cooking and presenting complex cold products
6	How to identify when complex cold products have the correct colour, flavour, texture and quantity
7	Common faults with complex cold products and how to minimise and correct them
8	Items that can be used to garnish products
9	How to garnish products and present complex cold products
10	How to deal with items returned from the buffet
11	Current trends in relation to complex cold products
12	How to store complex cold products
13	Healthy eating options when preparing, cooking and presenting complex cold products

## Performance criteria

1	Select the type and quantity of ingredients needed for the product
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools, knives and equipment to prepare, cook and present complex cold products
4	Use the tools and equipment correctly when preparing, cooking and presenting complex cold products
5	Prepare and cook the ingredients to meet requirements
6	Ensure the complex cold products have the correct flavour, colour, texture and quantity
7	Garnish and present complex cold products to meet requirements
8	Ensure complex cold products are at the correct temperature for holding and serving
9	Store any cooked complex cold products not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Preparation, cooking, finishing and presenting methods**

- 1.1 boiling
- 1.2 roasting
- 1.3 combining cooking methods
- 1.4 poaching
- 1.5 baking
- 1.6 steaming
- 1.7 pressing/reforming
- 1.8 shaping/moulding
- 1.9 filleting
- 1.10 de-boning
- 1.11 skinning/trimming
- 1.12 blending/liquidising
- 1.13 rolling
- 1.14 carving
- 1.15 trussing and tying
- 1.16 mincing and processing
- 1.17 passing
- 1.18 garnishing
- 1.19 presenting

### **2 Cold food products**

- 2.1 cooked red meat
- 2.2 cooked white meat
- 2.3 joints of meat
- 2.4 cooked poultry
- 2.5 salads
- 2.6 vegetables and fruit
- 2.7 eggs
- 2.8 farinaceous products
- 2.9 fish (whole/portioned)
- 2.10 game
- 2.11 dairy products
- 2.12 rice
- 2.13 terrines

2.14 pâté

2.15 smoked items

2.16 mousses

2.17 cold savoury/buffet appetisers

## Unit 63:

## Prepare, finish and present canapés and cocktail products

**Unit code:**

**PPL3PC21**

**SCQF level:**

**6**

**Credit points:**

**4**

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### Unit summary

This standard is about producing canapés and cocktail products for example:

- canapés
- quail scotch eggs
- smoked fish beignets
- savoury macarons
- cocktail brochettes
- bouchées.

The standard covers all preparation, finishing and presentation techniques associated with canapés and cocktail products.

This standard focuses on the technical knowledge and skills required to prepare, finish and present canapés and cocktail products; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, finish and present canapés and cocktail products.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.



## Terminology

Prepare; finish; present; canapés; cocktail

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of canapés and cocktail products and their characteristics
2	How to select the correct type, quality and quantity of ingredients to meet product requirements
3	What you should do if there are problems with the ingredients
4	What the correct tools, knives and equipment are to carry out the required preparation, cooking, finishing and presenting methods
5	How to carry out each of the preparation, cooking, finishing and presenting methods according to product requirements
6	Why it is important to use the correct tools, knives, equipment and techniques when preparing, finishing and presenting canapés and cocktail products
7	How to identify when canapés and cocktail products have the correct colour, flavour, texture and quantity
8	Common faults with canapés and cocktail products and how to minimise and correct them
9	Items that can be used to decorate products
10	How to decorate products and present canapés and cocktail products
11	How to deal with items returned from the buffet or items uneaten by customers
12	Current trends in relation to canapés and cocktail products
13	How to store canapés and cocktail products
14	Healthy eating options when preparing, finishing and presenting canapés and cocktail products

## Performance criteria

1	Select the type and quantity of ingredients needed for the product
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools, knives and equipment to prepare, finish and present canapés
4	Use tools, knives and equipment correctly when preparing, finishing and presenting canapés
5	Prepare and finish the ingredients to meet requirements
6	Ensure the canapés and cocktail products have the correct flavour, colour, texture and quantity
7	Decorate and present canapés and cocktail products to meet requirements
8	Ensure canapés and cocktail products are at the correct temperature for holding and serving
9	Store any cooked canapés and cocktail products not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Canapés and cocktail products**

- 1.1 hot canapés
- 1.2 cold canapés
- 1.3 meat based
- 1.4 fish based
- 1.5 vegetable based
- 1.6 sweet

### **2 Preparation, cooking and finishing methods**

- 2.1 baking
- 2.2 slicing
- 2.3 filling
- 2.4 pouring
- 2.5 mixing
- 2.6 chilling
- 2.7 cutting
- 2.8 piping
- 2.9 spreading
- 2.10 skewering
- 2.11 garnishing
- 2.12 presenting

# **Unit 64: Prepare, cook and finish complex dressings and cold sauces**

**Unit code:** PPL3PC22

**SCQF level:** 6

**Credit points:** 3

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## **Unit summary**

This standard is about preparing, cooking and finishing complex dressings and cold sauces, for example:

- tartare sauce
- horseradish sauce
- emulsified egg-based sauces
- oil based dressing
- fruit/pulse/vegetable thickened sauces
- cream thickened sauces
- sour cream/yoghurt-based
- coulis.

The standard covers a range of preparation, cooking and finishing techniques associated with complex dressings and cold sauces.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish complex dressings and cold sauces; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish complex dressings and cold sauces.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; dressings; cold, sauces

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of dressings and cold sauces and their characteristics
2	How to select the correct type, quality and quantity of ingredients to meet dish requirements
3	What quality points to look for in dressing/sauce ingredients
4	What you should do if there are problems with the ingredients
5	What the correct tools and equipment are to carry out the required preparation and cooking methods
6	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
7	Why it is important to use the correct tools, equipment and techniques when preparing, cooking and finishing dressings/sauces
8	The correct temperatures for cooking dressings/sauces and why these are important
9	How to identify when dressings/sauces have the correct colour, flavour, colour, consistency and quantity
10	How to adjust the taste and flavour of dressings/sauces
11	How to present cooked dressings/sauces
12	The appropriate accompaniments and garnishes for different dressings/sauces
13	What quality points relate to dressings/sauces
14	How to store dressings/sauces
15	Healthy eating options when preparing, cooking and finishing dressings/sauces

## Performance criteria

1	Select the type and quantity of ingredients needed for the dressing/sauce
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools and equipment to prepare, cook and finish the dressing/sauce
4	Use the tools and equipment correctly when preparing, cooking and finishing the dressing/sauce
5	Prepare and cook the dressing/sauce to meet requirements
6	Ensure the dressing/sauce has the correct flavour, colour, consistency and quantity
7	Finish and present the dressing/sauce to meet requirements
8	Store any cooked/prepared dressing/sauce not for immediate use in line with food safety regulations



## Scope/range related to performance criteria

### **1 Dressings and sauces**

- 1.1 emulsified egg-based sauces
- 1.2 oil based dressing
- 1.3 fruit/pulse/vegetable thickened sauces
- 1.4 cream thickened sauces
- 1.5 sour cream/yoghurt-based
- 1.6 coulis

### **2 Preparation, cooking and finishing methods**

- 2.1 weighing and measuring
- 2.2 boiling
- 2.3 simmering
- 2.4 reducing
- 2.5 chopping
- 2.6 whisking
- 2.7 blanching
- 2.8 sieving/stirring
- 2.9 liquidising/blending
- 2.10 emulsifying
- 2.11 skimming
- 2.12 presenting
- 2.13 adding an accompaniment
- 2.14 garnishing

## Unit 65:

## Prepare, cook and finish complex cold desserts

**Unit code:**

**PPL3PC24**

**SCQF level:**

**5**

**Credit points:**

**5**

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### Unit summary

This standard is about preparing, cooking, processing and finishing complex cold desserts, for example:

- cheesecake
- mousses
- meringues
- sorbets.

The standard covers a range of preparation, processing, cooking and finishing techniques associated with complex cold desserts.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish complex cold desserts; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish complex cold desserts.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; cook; finish; complex cold; desserts

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of complex cold desserts and their characteristics
2	How to select the correct type, quality and quantity of ingredients to meet dish requirements
3	What quality points to look for in dish ingredients
4	What you should do if there are problems with the ingredients
5	How to control portions and minimise waste
6	The appropriate preparation methods for the different complex cold desserts
7	The effects of various temperatures and humidity on ingredients used
8	What the correct tools, knives and equipment are to carry out the required preparation, cooking and finishing methods
9	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
10	Why it is important to use the correct tools, knives, equipment and techniques when preparing, cooking and finishing complex cold desserts
11	Common problems that may occur when preparing complex cold desserts and how to minimise and correct them
12	Which preparation, cooking and finishing methods relate to each type of complex cold dessert
13	What the quality points are relating to the finished product
14	The types of problems that may occur when cooking, preparing and finishing complex cold desserts and how to deal with these correctly

## Knowledge and understanding

15	Current trends in relation to complex cold desserts
16	Healthy eating options when preparing and cooking complex cold desserts

## Performance criteria

1	Select the type and quantity of ingredients needed for the dessert
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools, knives and equipment to prepare, cook/process and finish the dish
4	Use tools, knives and equipment correctly when preparing, cooking/processing and finishing the dish
5	Prepare and process/cook the ingredients to meet requirements
6	Ensure the dessert has the correct colour, texture and finish
7	Finish and present the dessert to meet requirements
8	Ensure the dessert is at the correct temperature for holding and serving
9	Store any dessert not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Desserts**

- 1.1 egg-based set
- 1.2 mousses/cold soufflés
- 1.3 meringue based
- 1.4 cheesecake
- 1.5 paste-based goods
- 1.6 fruit/crème bavaois
- 1.7 ice cream/sorbet based

### **2 Preparation methods**

- 2.1 creaming
- 2.2 aeration
- 2.3 combining
- 2.4 sieving/passing
- 2.5 pureeing
- 2.6 folding
- 2.7 addition of colours/flavours
- 2.8 straining

### **3 Cooking methods**

- 3.1 poaching
- 3.2 baking
- 3.3 boiling
- 3.4 steaming

### **4 Processing methods**

- 4.1 de-moulding
- 4.2 freezing
- 4.3 refrigeration
- 4.4 chilling

### **5 Finishing methods**

- 5.1 cooling
- 5.2 stacking
- 5.3 glazing
- 5.4 filling
- 5.5 portioning
- 5.6 cutting
- 5.7 piping

# **Unit 66: Maintain sustainable practise in commercial kitchens**

**Unit code:** PPL3PC26

**SCQF level:** 6

**Credit points:** 5

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## **Unit summary**

This standard is about sustainable practice in commercial kitchens; how to minimise waste; the implications and advantages for commercial kitchens as well as the environmental benefits.

This standard is recommended for those who work in commercial kitchens or are involved in procurement of food items, equipment and resources for kitchens or businesses.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

- maintain sustainable practise in commercial kitchens.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## **Terminology**

Chef; sustainable; sustainability; sourcing; menus

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	What sustainability means in relation to commercial kitchens
2	The benefits of having sustainable practice in commercial kitchens
3	How commercial kitchens could improve sustainability
4	The characteristics of sustainably sourced food
5	The advantages and disadvantages of using sustainably sourced food
6	The sources of waste in commercial kitchens
7	The stages of the waste hierarchy
8	How the waste hierarchy can be practically applied within a commercial kitchen
9	How staff can be encouraged to minimise waste
10	The financial benefits of waste prevention
11	The consequences to commercial kitchens and businesses of poor waste management
12	How to carry out a waste management audit in commercial kitchens
13	The advantages of reducing waste within commercial kitchens
14	The benefits to kitchens of reducing the consumption of resources
15	How commercial kitchens could benefit by efficient resource consumption
16	How to encourage staff to work towards more sustainable practices



## Knowledge and understanding

17	How the selection of differently sourced food used in commercial kitchens will impact on food miles
18	The impacts of using different types of transport to source resources for commercial kitchens
19	The benefits to the commercial kitchen of implementing responsible transport initiatives

## Performance criteria

1	Ensure staff work effectively according to standard operating procedures
2	Assess own performance to identify possible improvements in use of resources and minimising waste
3	Assess team members' performance to identify possible improvements in use of resources and minimising waste
4	Carry out inspections or audits to assess resource use and wastage
5	Report accurately any opportunities to improve the use of resources and minimise waste
6	Report promptly and accurately variations in resource usage and any actions you have taken in response
7	Implement actions to improve sustainable working practices
8	Ensure staff work efficiently in line with menu specifications to avoid and minimise waste
9	Lead by example and brief staff to work towards more sustainable working practises

## Scope/range related to performance criteria

### **1 Resources**

- 1.1 gas
- 1.2 electricity
- 1.3 water
- 1.4 oil
- 1.5 transport
- 1.6 food
- 1.7 disposables
- 1.8 sundries, e.g. tinfoil, clingfilm

# Unit 67: **Contribute to the development of recipes and menus**

<b>Unit code:</b>	<b>PPLHSL9</b>
<b>SCQF level:</b>	<b>6</b>
<b>Credit points:</b>	<b>4</b>

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## Unit summary

This standard is about developing or introducing new menu items.

Menu development is an important element of many businesses. Updating the menu to offer new and interesting items provides variety and keeps customers engaged.

People often have very different requirements from their food and this diversity offers some fantastic opportunities. So when developing a menu it's important to use as many different sources of information as possible. For example, food combinations, dietary requirements and flavours are just three things to consider. Add to this the opportunity to get the costing right, source suitable suppliers and develop recipes that are sustainable over time.

It's important, of course, to keep colleagues up-to-date with your thinking and your plans for future developments and make sure those who will deliver your new recipes have the skills, knowledge and correct information to do so.

This standard begins at the first stage of menu development – the research – and continues through to the final stage of gathering feedback from colleagues and customers to help evaluate the sustainability of each new menu item.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- contribute to the development of recipes and menus

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Development; recipes; menus

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	What the existing style and policy of your organisation is in relation to recipes and menus
2	How location and styles of operation can affect proposed menu items
3	What the concept of a balanced diet is and why it is important to good health
4	Current government guidelines for healthy eating and how to stay abreast of this information
5	The types, combinations and proportions of ingredients that make up a healthy dish and how to select them
6	The nutritional benefits of minimising the fat, sugar and salt content of dishes
7	The nutritional benefits of starchy foods, fruit, vegetables and pulses
8	Healthier flavourings that can be used as alternatives to salt and sugar
9	The effect supplier choice can have on food quality and how to identify and assess suitability of suppliers or supply sources
10	Who to consult to gain feedback on proposed recipes
11	How to carry out and evaluate test runs of recipes
12	How to record information relating to proposed recipes
13	Who to make records of proposed recipes available to
14	What quality standards are required for each recipe item you are considering including how to assess the quality of potential ingredients
15	How available equipment can affect the production of food items

## Knowledge and understanding

16	The factors that need to be considered in identifying presentation, holding and distribution methods
17	How to cost proposed recipes and work out gross profit
18	What lead times are required by your organisation for the implementation of new menu items
19	Why staff skills should be assessed prior to proposing new recipes and menu items
20	What training may be needed to support the implementation of new menu items
21	How to brief your staff on new menu items and implementation plans
22	How to gain feedback from your staff on operational problems which may arise
23	How to estimate lead times for the preparation of new menu items
24	How to allocate resources to your staff to enable them to implement new menu items
25	Why measures should be closely monitored when introducing new items
26	Why it is important to gain feedback from customers on new items and ways of doing this

## Performance criteria

1	Take account of food combinations, flavours and dietary requirements when introducing new recipe and menu suggestions
2	Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities
3	Identify suitable suppliers or supply sources
4	Identify methods of presenting, holding and distributing the product
5	Cost recipe suggestions and take account of available resources
6	Register and pass on relevant information about the suitability of the new menu item according to organisational systems in your place of work
7	Offer suggestions on menu layout and presentation
8	Introduce recipe suggestions in accordance with the style and policy of your organisation, available resources and the expectations and standards of your customers
9	Ensure staff have the information, skills and resources required to support the introduction of the new menu item, according to the individual jobs that they do
10	Collect and take account of feedback from staff and customers

## Behaviours

**The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor**

- 1.1 You develop and monitor products that are sustainable over the medium and long term
- 1.2 You identify and work with people and organisations that can provide support for your work
- 1.3 You make best use of existing sources of information
- 1.4 You check the validity and reliability of information
- 1.5 You recognise the opportunities presented by the diversity of people
- 1.6 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.7 You keep people informed of plans and developments

### **Links to other NOS**

This standard is a sector specific standard and has particular links with NOS the following standards in the Hospitality Supervision and Leadership suite of standards:

HSL1-7

HSL28

HSL30

HSL31.



## Unit 68:

## Minimise the risk of allergens to customers

Unit code:

PPL2GEN6

SCQF level:

6

Credit points:

4

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### Unit summary

This standard is about taking action to minimise the risk of customers consuming food which has the potential to cause an adverse allergic reaction.

When you have completed this standard you will have demonstrated your understanding of and your ability to:

- minimise the risk of allergens to customers.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Allergens

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The consequences and main symptoms of allergen and intolerant contamination
2	The legal requirements for a food business to apply a food safety management system based on the Codex principles of HACCP, and allergen control management

## Performance criteria

### **Eliminate potential sources of allergen contamination**

1	Identify the sources of allergens and intolerants in menu items and accompaniments
2	Read and interpret labels and record the presence of allergens and intolerants
3	Identify and analyse potential hazards of cross-contamination
4	Provide accurate information to customer
5	Use effective communication with accurate information to avoid contamination through misunderstanding
6	Control deliveries, storage, stock rotation and supplier specification to protect against allergen and intolerant contamination
7	Take responsibility for allergen control
8	Maintain up-to-date records and instructions

### **Prepare allergen and intolerant free food, safely**

9	Use safe food handling practices and procedures for preparing, and serving both "specific allergen" free and "intolerant" free food
10	Reduce contamination risks associated with workflow procedures
11	Use storage procedures to prevent cross-contamination

## Scope/range related to performance criteria

### **1 Food allergens**

- 1.1 cereals containing gluten
- 1.2 peanuts
- 1.3 nuts
- 1.4 milk
- 1.5 soya
- 1.6 mustard
- 1.7 lupin
- 1.8 eggs
- 1.9 fish
- 1.10 crustaceans
- 1.11 molluscs
- 1.12 sesame seeds
- 1.13 celery
- 1.14 sulphur dioxide

## Unit 69:

## Develop productive working relationships with colleagues

**Unit code:**

**PPLHSL2**

**SCQF level:**

**7**

**Credit points:**

**5**

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### Unit summary

This standard is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation. This standard is for hospitality team leaders, first line managers or supervisors.

Giving great hospitality is so often a true team effort. Customers often leave without realising just how many different people have played a part in providing them with such a fantastic experience.

It's all down to how we work together. That's why it's so important to build really strong and productive relationships with our colleagues. Anyone you work with, wherever they are in the organisation, are your colleagues. They may be in your own team or somewhere else in the organisation. They may be at a similar or different level to you or have different responsibilities, such as your line manager.

Respecting, valuing and supporting colleagues is invaluable in building a great team able to deliver a perfect customer experience.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- develop productive working relationships with colleagues.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Productive; relationships; colleagues

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

### Knowledge and understanding

#### General knowledge and understanding

1	The benefits of developing productive working relationships with colleagues
2	The importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with
3	The importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward
4	Principles of effective communication and how to apply them in order to communicate effectively with colleagues
5	How to identify disagreements with colleagues and the techniques for sorting them out
6	How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them
7	How to take account of diversity and inclusion issues when developing working relationships with colleagues
8	The importance of exchanging information and resources with colleagues
9	How to obtain and make use of feedback on your performance from colleagues
10	How to provide colleagues with useful feedback on their performance

## Knowledge and understanding

### Industry/sector specific knowledge and understanding

- |    |  |
|----|--|
| 11 | Regulations and codes of practice that apply in the industry or sector |
| 12 | Standards of behaviour and performance in the industry or sector       |
| 13 | Working culture of the industry or sector                              |

### Context specific knowledge and understanding

- |    |  |
|----|--|
| 14 | Current and future work being carried out  |
| 15 | Colleagues who are relevant to the work being carried out, their work roles and responsibilities |
| 16 | Processes within the organisation for making decisions   |
| 17 | Line management responsibilities and relationships within the organisation                       |
| 18 | The organisation's values and culture  |
| 19 | Power, influence and politics within the organisation  |
| 20 | Standards of behaviour and performance expected in the organisation                              |
| 21 | Information and resources that different colleagues might need                                   |
| 22 | Agreements with colleagues   |

## Performance criteria

1	Establish working relationships with all colleagues who are relevant to the work being carried out
2	Recognise, agree and respect the roles and responsibilities of colleagues and, particularly in situations of matrix management, their managers' requirements
3	Establish and take account of the priorities, expectations and authority of colleagues in decisions and actions
4	Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with
5	View difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward
6	Fulfil agreements made with colleagues and let them know once fulfilled
7	Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
8	Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out
9	Exchange information and resources with colleagues to make sure that all parties can work effectively
10	Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement



## Behaviours

**The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor**

- 1.1 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.2 You seek to understand people's needs and motivations
- 1.3 You make time available to support others
- 1.4 You clearly agree what is expected of others and hold them to account
- 1.5 You work to develop an atmosphere of professionalism and mutual support
- 1.6 You model behaviour that shows respect, helpfulness and cooperation
- 1.7 You keep promises and honour commitments
- 1.8 You consider the impact of your own actions on others
- 1.9 You say no to unreasonable requests
- 1.10 You show respect for the views and actions of others

### **Links to other NOS**

This standard is linked to all other standards in the Hospitality Supervision and Leadership suite of standards.

## Unit 70:

## Contribute to the control of resources

**Unit code:** PPLHSL3

**SCQF level:** 8

**Credit points:** 6

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### Unit summary

This standard is about ensuring that you and staff you are responsible for, use resources effectively and efficiently, without undue waste. This standard is for hospitality team leaders, first line managers or supervisors.

Resource management is an important part of any organisation. Prioritising work requirements and ensuring the right level of supplies and equipment are in place to meet objectives can play a key role in helping minimise costs and provide the required level of service. Food waste in particular is a real challenge across the UK generally with estimates of £9.5 billion lost each year.

It's important to take personal responsibility for controlling resources. This standard will help. It covers key areas including obtaining supplies, checking equipment, monitoring the use of resources and keeping records.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- contribute to the control of resources.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Control; resources

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The equipment, colleagues and supplies that are used in your area of responsibility
2	How to check the resources that are currently available to you and make sure they are suitable for the work you have to carry out
3	The importance of working within agreed spending limits
4	Procedures that need to be followed if you need to go beyond agreed spending limits
5	A basic awareness of the cost of the resources you use and the organisation's financial targets
6	A basic awareness of the impact that using some resources can have on the environment
7	Your organisation's policies for ordering, using resources, controlling waste and recycling
8	The health and safety requirements for the resources that you are responsible for
9	How to ensure that the resources that you are responsible for are stored and handled correctly, safely and securely as appropriate
10	Who the organisation's regular suppliers are
11	Who is responsible for ordering supplies
12	What the normal consumption levels are
13	How to work out what resources you will need for your work
14	How to collect information on resources that are available to you
15	The correct procedures to follow to obtain required resources
16	How to store resources correctly
17	The appropriate lifting methods/techniques for moving resources

## Knowledge and understanding

18	Why it is important to get management approval when you need to go beyond your agreed spending limits and how to do so
19	What records on the use of resources are required by your organisation
20	The advantages of using computerised stock control systems
21	How to count, check and monitor the use of resources and why this is important
22	The importance of keeping waste to a minimum and how to do so
23	How to encourage efficient use of resources for the benefit of your organisation and the wider environment
24	How to motivate others to use resources efficiently
25	How to present recommendations to decision makers

## Performance criteria

1	Identify the resources available to you
2	Identify the resources you need for your work and follow the correct procedures for obtaining them
3	Deal with any problems in obtaining resources, following agreed procedures and keeping relevant people informed
4	Check the quality, quantity and suitability of resources before you need to use them
5	Ensure equipment and materials are correctly stored and maintained
6	Encourage your colleagues to make efficient use of resources and to minimise waste
7	Monitor the use of resources in your area of responsibility
8	Ensure that resources are used effectively, efficiently and in line with organisational and legal requirements
9	Identify ways of making better use of resources and action or pass on the information according to your organisational requirements
10	Keep your records about resources up-to-date, accurate and in the specified place

## Behaviours

**The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor**

- 1.1 You make best use of available resources and proactively seek new sources of support when necessary
- 1.2 You prioritise objectives and plan work to make the best use of time and resources
- 1.3 You recognise changes in circumstances promptly and adjust plans and activities accordingly
- 1.4 You take personal responsibility for making things happen

### **Links to other NOS**

This standard is a sector specific standard linked to all other standards in the Hospitality Supervision and Leadership suite of standards and has particular links with HSL28.

## Unit 71:

## Ensure food safety practices are followed in the preparation and serving of food and drink

**Unit code:** PPLHSL30

**SCQF level:** 7

**Credit points:** 5

---

### Unit summary

This standard describes the competence required to ensure that appropriate food safety practices and procedures are followed in the preparation and serving of food and drink. This standard is for hospitality team leaders, first line managers, supervisors, head waiters, cooks and chefs.

Food safety is imperative. Research published by the Food Standards Agency in June 2014 identified around a million cases of food poisoning each year in the UK, half of which are attributable to 13 specific pathogens. It's therefore essential in any hospitality environment to remove every possible risk.

The best way to avoid food poisoning is to ensure high standards of food hygiene are maintained when storing, handling and preparing food. Good food safety practices are essential for any person handling food in order to know how to prevent the risks associated with food poisoning.

Ensuring potential hazards are identified and mitigated, staff trained and able to serve food and drink safely and any new hazards are reported promptly are key tasks for anyone supervising the preparation and delivery of food and/or drink to consumers.

This standard is designed for anyone who supervises the preparation and delivery of food and/or drink to consumers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- ensure food safety practices are followed in the preparation and serving of food and drink.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Food safety practices; preparation; serving; food; drink



## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	The importance of having food safety procedures
2	The types of food safety hazards (microbiological, physical, chemical and allergenic)
3	The principal causes of food safety hazards (human factors; including lack of effective supervision, lack of labelling information, supplier quality, cross-contamination, premises and waste, personal health, handling issues and pests)
4	The significant food safety hazards in your workplace
5	The conditions that affect microbial growth
6	The principal methods of controlling significant food safety hazards
7	The current food safety legislation requirements affecting your responsibilities
8	Your responsibilities under your organisation's food safety procedures and how to implement these
9	The range of good hygiene practices relevant to your work and why they are important
10	The basic principles of good workplace design and layout
11	The dangers of pest infestation and effective control measures
12	Effective equipment and surface cleaning methods and why these are important
13	The importance of food temperature control
14	Temperature levels and controls for the types of food you are responsible for during: delivery, storage, preparation, cooking, cooling and reheating, holding and service
15	The importance of hygienic and effective waste disposal and the correct methods to control waste

## Knowledge and understanding

16	The dangers of cross-contamination and methods you can use to eliminate these for any type of food safety hazard
17	Personal hygiene practices that your staff should follow according to operational requirements including: hand washing, wearing of protective clothing, footwear and headgear, wearing of jewellery and accessories, treatment and covering of cuts, boils, grazes and wounds, reporting of illnesses and infections to the appropriate person
18	How to communicate responsibilities for food safety procedures to staff and make sure they understand these
19	How to ensure that staff receive appropriate training to meet their food safety responsibilities according to your level of responsibility and autonomy
20	The types of failures that may occur with control measures and the corrective actions to take for these
21	The importance of providing feedback to the person responsible for the food safety procedures and the types of issues you should communicate
22	The importance of being constantly alert to the possibility of food safety hazards in your area of responsibility and how to look out for these
23	Common examples of food safety hazards in the following groups: microbiological, physical, chemical and allergenic
24	The indicators of food safety hazards in your area of responsibility (food spoilage, temperature controls, condition of premises)
25	The control measures appropriate to these indicators of food safety hazards
26	The importance of contributing to the evaluation of the food safety procedures

## Performance criteria

1	Ensure you have relevant information about food safety procedures and are interpreting your responsibilities correctly
2	Ensure that good hygiene practices are in place
3	Carry out your own responsibilities for the implementation of food safety procedures
4	Provide feedback to the person responsible for your organisation's food safety procedures on their effectiveness
5	Monitor and be constantly alert to the possibility of food safety hazards in your area of responsibility
6	Identify indicators of potential sources of food safety hazards
7	Identify food safety hazards and appropriate control measures
8	Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible

## Behaviours

**The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor**

- 1.1 You identify people's information needs
- 1.2 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.3 You clearly agree what is expected of others and hold them to account
- 1.4 You are vigilant for possible hazards
- 1.5 You identify the implications or consequences of a situation
- 1.6 You confront performance issues and resolve them directly with the people involved
- 1.7 You give people opportunities to provide feedback and you respond appropriately
- 1.8 You reflect regularly on your own and others' experiences, and use these to inform future action
- 1.9 You check individual's commitment to their roles in a specific course of action
- 1.10 You use cost-effective, time-effective and ethical means to gather, store and retrieve information
- 1.11 You make best use of available resources and proactively seek new sources of support when necessary

### Links to other NOS

This standard is strongly recommended for those progressing standards HSL7, HSL10 and HSL11.

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

HSL1

HSL3

HSL4

HSL8

HSL9

HSL12-15

HSL17

HSL24

HSL25

HSL29

## Unit 72:

## Cook and finish complex shellfish dishes

**Unit code:**

**PPL3PC5**

**SCQF level:**

**7**

**Credit points:**

**6**

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### Unit summary

This standard is about cooking and finishing complex shellfish dishes, for example:

- dressed crab
- oysters on ice
- lobster thermidor
- shellfish soufflé.

The standard covers a range of types of shellfish including crustaceans and molluscs and the cooking methods and finishing techniques associated with complex shellfish dishes.

This standard focuses on the technical knowledge and skills required to cook and finish complex shellfish dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish complex shellfish dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Cook; finish; complex; shellfish

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of shellfish to meet dish requirements
2	What quality points to look for in shellfish
3	What you should do if there are problems with the shellfish or other ingredients
4	What the correct tools and equipment are and the reasons for using them when carrying out the required cooking methods
5	How to combine shellfish with other ingredients to create a complex and balanced dish
6	How to carry out each of the cooking methods according to dish requirements
7	The correct temperatures for cooking shellfish by the listed methods and why this is important
8	How to adjust the flavour, consistency and colour of complex shellfish dishes
9	What cooking methods are appropriate to each type of complex shellfish dish and how to check the shellfish is cooked correctly
10	How to minimise and correct common faults in complex shellfish dishes
11	The appropriate finishing methods for a range of complex shellfish dishes
12	The current trends and methodologies in relation to cooking and finishing complex shellfish dishes
13	The correct temperatures for holding and serving shellfish dishes
14	How to store complex shellfish dishes not for immediate use
15	Healthy eating options when cooking and finishing shellfish dishes

## Performance criteria

1	Select the type and quantity of shellfish needed for the dish
2	Check the shellfish to make sure it meets quality standards
3	Choose the correct tools and equipment to cook and finish the shellfish
4	Use the tools and equipment correctly when cooking and finishing the shellfish
5	Combine the shellfish with other ingredients
6	Cook the shellfish to meet the requirements of the dish
7	Ensure the dish has the correct flavour, colour, consistency and quantity
8	Garnish, dress, sauce and present the dish to meet requirements
9	Ensure the dish is at the correct temperature for holding and serving
10	Store any cooked shellfish not for immediate use in line with food safety regulation

## Scope/range related to performance criteria

### **1 Shellfish**

- 1.1 oysters
- 1.2 prawns/shrimps
- 1.3 langoustines
- 1.4 lobster/crawfish
- 1.5 crayfish
- 1.6 scampi/Dublin Bay prawns
- 1.7 mussels
- 1.8 scallops
- 1.9 crabs
- 1.10 squid
- 1.11 octopus

### **2 Cooking methods**

- 2.1 boiling
- 2.2 steaming
- 2.3 sautéing
- 2.4 grilling
- 2.5 baking
- 2.6 frying (deep/shallow)
- 2.7 stewing
- 2.8 en papillote
- 2.9 combining cooking methods

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 dressing
- 3.3 saucing
- 3.4 presenting



## Unit 73:

## Cook and finish complex game dishes

**Unit code:**

**PPL3PC11**

**SCQF level:**

**7**

**Credit points:**

**8**

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### Unit summary

This standard is about cooking and finishing complex game dishes, for example:

- pot roasted quail
- sautéed pigeon
- roasted shredded venison
- braised rabbit/hare.

The standard covers both furred and feathered game. It then goes onto the cooking methods and finishing techniques associated with complex game dishes.

This standard focuses on the technical knowledge and skills required to cook and finish complex game dishes; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- cook and finish complex game dishes.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Cook; finish; complex; game

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	How to select the correct type, quality and quantity of game to meet dish requirements
2	What quality points to look for in game
3	What you should do if there are problems with the game or other ingredients
4	What the correct tools and equipment are and the reasons for using them when carrying out the required cooking methods
5	How to combine game with other ingredients to create a complex and balanced dish
6	How to carry out each of the cooking methods according to dish requirements
7	The correct temperatures for cooking game using each cooking method and why these temperatures are important
8	The appropriate finishing methods for a range of complex game dishes
9	The appropriate degree of cooking required for each type of complex game dish and how to check this has been achieved
10	How to minimise and correct common faults in complex game dishes
11	How to adjust the flavour, colour and consistency for a complex game dish which cooking methods are appropriate to each type of game
12	The current trends and methodologies in relation to cooking and finishing complex game dishes
13	The correct temperatures for holding and serving complex game dishes
14	How to store complex game dishes not for immediate use
15	Healthy eating options when cooking and finishing complex game dishes

## Performance criteria

1	Select the type and quantity of game needed for the dish
2	Check the game to make sure it meets quality standards and other requirements
3	Choose the correct tools and equipment to cook and finish the game
4	Use the tools and equipment correctly when cooking and finishing the game
5	Combine the game with other ingredients
6	Cook the game to meet the requirements of the dish
7	Ensure the dish has the correct flavour, colour, consistency and quantity
8	Garnish and present the dish to meet requirements
9	Ensure the dish is at the correct temperature for holding and serving
10	Store any cooked game not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Game**

- 1.1 furred
- 1.2 feathered

### **2 Cooking methods**

- 2.1 sautéing
- 2.2 roasting
- 2.3 pot roasting
- 2.4 braising
- 2.5 baking
- 2.6 stewing
- 2.7 confit
- 2.8 sous vide
- 2.9 combining cooking methods

### **3 Finishing methods**

- 3.1 garnishing
- 3.2 saucing/glazing/dressing
- 3.3 presenting

# **Unit 74:**

## **Prepare, cook and finish complex cakes, sponges, biscuits and scones**

**Unit code:** PPL3PC16

**SCQF level:** 7

**Credit points:** 7

---

### **Unit summary**

This standard is about preparing, cooking and finishing complex cakes, sponges, biscuits and scones, for example:

- Genoese/light fatless
- joconde sponge biscuits
- savarin
- sablé biscuits
- tuille biscuits
- fresh gateaux
- chocolate torte
- scones.

The standard covers a range of preparation, cooking and finishing techniques associated with complex cakes, sponges, biscuits and scones.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish complex cakes, sponges, biscuits and scones; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish complex cakes, sponges, biscuits and scones.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; complex cakes; sponges; biscuits; scones

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of complex cakes, sponges, biscuits and scones and their characteristics
2	How to select the correct type, quality and quantity of ingredients to meet product requirements
3	What quality points to look for in the ingredients
4	What you should do if there are problems with the ingredients
5	What the correct tools and equipment are to carry out the required preparation and cooking methods
6	The effects of various preparation and aeration methods on different complex cake, sponge, biscuit and scone products
7	How the choice of flour and fat preparations relate to the end product
8	What preparation and cooking methods are appropriate to each type of complex cake, sponge, biscuit and scone products
9	Current trends in relation to complex cakes, sponges, biscuits and scones
10	How to carry out each of the preparation and cooking methods
11	The correct temperatures for cooking each type of complex cake, sponge, biscuit and scone product and why these temperatures are important
12	Common faults with complex cake, sponge, biscuit and scone products and how to minimise and correct them
13	How to identify when cake, sponge, biscuit and scone products have the correct colour, flavour, texture and quantity
14	How to finish complex cakes, sponges, biscuits and scones

## Knowledge and understanding

15	How to control portions and minimise waste
16	Why waste must be handled and disposed of correctly
17	Healthy eating options when preparing and cooking complex cake, sponge, biscuit and scone products



## Performance criteria

1	Select the type and quantity of ingredients needed for the product
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools and equipment to prepare, cook and finish the product
4	Prepare, cook and finish the product to meet requirements
5	Ensure the product has the correct flavour, colour, texture and quantity
6	Present the product to meet requirements
7	Ensure the product is at the correct temperature for holding and serving
8	Store any cooked product not for immediate use in line with food safety regulations
9	Check the customer area is appealing and welcoming to customers according to your workplace standard

## Scope/range related to performance criteria

### **1 Preparation, cooking and finishing methods**

- 1.1 weighing/measuring
- 1.2 creaming/beating
- 1.3 whisking
- 1.4 folding
- 1.5 rubbing in
- 1.6 greasing
- 1.7 glazing
- 1.8 portioning
- 1.9 piping
- 1.10 shaping
- 1.11 filling
- 1.12 rolling
- 1.13 lining
- 1.14 trimming/icing
- 1.15 spreading/smoothing
- 1.16 kneading
- 1.17 proving
- 1.18 dusting/dredging/sprinkling
- 1.19 mixing
- 1.20 stacking
- 1.21 coating
- 1.22 slicing
- 1.23 baking

### **2 Biscuits**

- 2.1 tuiles
- 2.2 sable
- 2.3 Viennese
- 2.4 Japonaise
- 2.5 Dutch

### **3 Cakes/sponges/scones**

- 3.1 sugar batter
- 3.2 flour batter
- 3.3 melted method
- 3.4 fatless sponge

- 3.5 separated egg
- 3.6 whole egg foams
- 3.7 aerated egg white method
- 3.8 miscellaneous
- 3.9 scones

# **Unit 75: Prepare, cook and finish complex pastry products**

**Unit code:** PPL3PC17

**SCQF level:** 6

**Credit points:** 5

---

## **Unit summary**

This standard is about preparing, cooking and finishing complex pastry products, for example:

- apple strudel
- barquettes
- samosas
- tarte tatin
- Paris Brest
- custard tarts.

The standard covers a range of preparation, cooking and finishing techniques associated with complex pastry products.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish complex pastry products; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish complex pastry products.

## **Unit assessment requirements/evidence requirements**

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; cook; finish; complex; pastry

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of complex pastry product and their characteristics
2	How to store raw ingredients before preparation and cooking
3	How to select the correct type, quality and quantity of ingredients to meet product requirements
4	What you should do if there are problems with the ingredients
5	What the correct tools and equipment are to carry out the required preparation and cooking methods
6	How to carry out each of the preparation and cooking methods according to recipe requirements
7	Why it is important to use the correct tools, knives, equipment and techniques when preparing and cooking complex pastry products
8	The correct temperatures for cooking each type of complex pastry product and why these temperatures are important
9	How to identify when pastry products have the correct colour, texture and finish
10	Common faults with complex pastry products and how to minimise and correct them
11	How the use of different ingredients can affect the flavour of pastry
12	Current trends in relation to complex pastry products
13	How to store complex pastry products
14	Healthy eating options when preparing and cooking complex pastry products

## Performance criteria

1	Select the type and quantity of ingredients needed for the product
2	Weigh ingredients required accurately
3	Check the ingredients to make sure they meet quality standards and other requirements
4	Choose the correct tools and equipment to prepare, cook and finish the product
5	Prepare and cook the ingredients to meet requirements
6	Ensure the pastry product has the correct colour, texture and finish
7	Present the pastry product to meet requirements
8	Ensure the pastry product is at the correct temperature for holding and serving
9	Store any cooked pastry product not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Pastry product**

- 1.1 short
- 1.2 sweet
- 1.3 suet
- 1.4 choux
- 1.5 puff/flaky
- 1.6 sable
- 1.7 convenience
- 1.8 hot water paste

### **2 Preparation and cooking methods**

- 2.1 weighing/measuring
- 2.2 sifting
- 2.3 rubbing in
- 2.4 creaming
- 2.5 kneading
- 2.6 resting
- 2.7 aerating
- 2.8 conditioning/chilling
- 2.9 piping
- 2.10 laminating
- 2.11 rolling
- 2.12 folding
- 2.13 lining/moulding
- 2.14 trimming
- 2.15 baking
- 2.16 combining cooking methods

### **3 Finishing methods**

- 3.1 glazing
- 3.2 lattice
- 3.3 piping
- 3.4 quadrillage
- 3.5 scoring
- 3.6 moulding
- 3.7 filling



# Unit 76: Prepare, process and finish complex chocolate products

**Unit code:** PPL3PC18

**SCQF level:** 7

**Credit points:** 6

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## Unit summary

This standard is about preparing, processing and finishing complex chocolate products, for example:

- small chocolate centre pieces
- competition pieces
- truffles
- moulds/shapes (e.g. Easter eggs).

The standard covers a range of preparation methods and cooking techniques associated with chocolate work.

This standard focuses on the technical knowledge and skills required to prepare, process and finish complex chocolate products; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, process and finish complex chocolate products.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; process; finish; complex; chocolate

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of complex chocolate products and their characteristics
2	How to select the correct type, quality and quantity of ingredients to meet product requirements
3	What you should do if there are problems with the ingredients
4	What the correct tools and equipment are to carry out the required preparation, processing and finishing methods
5	How to carry out each of the preparation, processing and finishing methods according to product requirements
6	Why it is important to use the correct techniques, tools, knives and equipment and techniques when preparing, processing and finishing complex chocolate products
7	How to identify when chocolate products have the correct colour, flavour, texture and quantity
8	When couverture can be used and how it can be tempered
9	Common faults with chocolate products and how to minimise and correct them
10	Items that can be used to decorate chocolate products
11	How to decorate chocolate products
12	Current trends in relation to complex chocolate products
13	How to store complex chocolate products
14	Healthy eating options when preparing, processing and finishing complex chocolate products

## Performance criteria

1	Select the type and quantity of ingredients needed for the product
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools and equipment to prepare, process and finish the products
4	Use the tools and equipment correctly when preparing, processing and finishing the products
5	Prepare and process the ingredients to meet requirements
6	Ensure the chocolate products have the correct flavour, colour, texture, quantity and appearance
7	Check that service items are clean, undamaged and placed ready for customers
8	Check that menus and promotional items are clean, correct, current and ready for customers' use

## Scope/range related to performance criteria

### **1 Chocolate**

- 1.1 plain
- 1.2 white
- 1.3 milk

### **2 Preparation, processing and finishing methods**

- 2.1 rolling
- 2.2 mixing
- 2.3 drying
- 2.4 manipulating
- 2.5 blending colour and flavour
- 2.6 cutting
- 2.7 spreading
- 2.8 melting
- 2.9 tempering
- 2.10 modelling
- 2.11 packing
- 2.12 decorating
- 2.13 presentation of finished product

# **Unit 77: Prepare, process and finish marzipan, pastillage and sugar products**

**Unit code:** PPL3PC19

**SCQF level:** 7

**Credit points:** 6

---

## **Unit summary**

This standard is about preparing, processing and finishing marzipan, pastillage and sugar products, for example:

- cake decoration
- wedding cakes
- nougatine/croquante
- sugar based
- Italian meringue
- fudge.

The standard covers a range of preparation methods and cooking techniques associated with marzipan, pastillage and sugar work.

This standard focuses on the technical knowledge and skills required to prepare, process and finish marzipan, pastillage and sugar products; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, process and finish complex marzipan, pastillage and sugar products.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Prepare; process; finish; marzipan; pastillage; sugar

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of marzipan, pastillage and sugar products and their characteristics
2	How to select the correct type, quality and quantity of ingredients to meet product requirements
3	What you should do if there are problems with the ingredients
4	What the correct tools and equipment are to carry out the required preparation and processing methods
5	How to carry out each of the preparation, processing and finishing methods according to product requirements
6	The correct times and temperatures for cooking different products and why these are important
7	How to identify when pastillage and sugar products have the correct colour, flavour, texture, quantity and appearance
8	Common faults with marzipan, pastillage and sugar products and how to minimise and correct them
9	Items that can be used to decorate products
10	How to decorate products
11	Current trends in relation to marzipan, pastillage and sugar products
12	How to store marzipan, pastillage and sugar products

## Performance criteria

1	Select the type and quantity of ingredients needed for the product
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools and equipment to prepare, process and finish products
4	Use the tools and equipment correctly when preparing, processing and finishing the products
5	Prepare and process the ingredients to meet requirements
6	Ensure the marzipan, pastillage and sugar products have the correct flavour, colour, texture, quantity and appearance
7	Decorate and present pastillage and sugar products to meet requirements
8	Store any processed marzipan, pastillage or sugar products not for immediate use in line with food safety regulations



## Scope/range related to performance criteria

### **1 Preparation, processing and finishing methods**

- 1.1 boiling
- 1.2 dipping
- 1.3 moulding
- 1.4 pouring
- 1.5 rolling
- 1.6 mixing
- 1.7 conditioning
- 1.8 piping
- 1.9 pulling
- 1.10 manipulating
- 1.11 blending (colour and flavour)
- 1.12 cutting and spreading
- 1.13 spinning
- 1.14 decorating

## Unit 78:

## Prepare, cook and finish complex hot desserts

**Unit code:**

**PPL3PC23**

**SCQF level:**

**6**

**Credit points:**

**3**

---

### Unit summary

This standard is about preparing, cooking and finishing complex hot desserts, for example:

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

The standard covers a range of preparation, cooking and finishing techniques associated with complex hot desserts.

This standard focuses on the technical knowledge and skills required to prepare, cook and finish complex hot desserts; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- prepare, cook and finish complex hot desserts.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

### Terminology

Prepare; cook; finish; complex; hot, desserts

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Different types of complex hot desserts and their characteristics
2	How to select the correct type, quality and quantity of ingredients to meet dish requirements
3	What quality points to look for in dish ingredients
4	What you should do if there are problems with the ingredients
5	How to control portions and minimise waste
6	The appropriate preparation methods for the different complex hot desserts
7	The effects of various temperatures and humidity on ingredients used
8	What the correct tools, knives and equipment are to carry out the required preparation, cooking and finishing methods
9	How to carry out each of the preparation, cooking and finishing methods according to dish requirements
10	Why it is important to use the correct tools, knives, equipment and techniques when preparing, cooking and finishing complex hot desserts
11	Common problems that may occur when preparing hot desserts and how to minimise and correct them
12	Which preparation, cooking and finishing methods relate to each type of complex hot dessert
13	What the quality points are relating to the finished product
14	The types of problems that may occur when cooking hot desserts and how to deal with these correctly
15	Current trends in relation to complex hot desserts
16	Healthy eating options when preparing and cooking complex hot desserts

## Performance criteria

1	Select the type and quantity of ingredients needed for the dessert
2	Check the ingredients to make sure they meet quality standards and other requirements
3	Choose the correct tools, knives and equipment to prepare, cook and finish the dish
4	Use tools, knives and equipment correctly when preparing, cooking and finishing the dish
5	Prepare and cook the ingredients to meet requirements
6	Ensure the dessert has the correct colour, texture and finish
7	Finish and present the dessert to meet requirements
8	Ensure the dessert is at the correct temperature for holding and serving
9	Store any dessert not for immediate use in line with food safety regulations

## Scope/range related to performance criteria

### **1 Desserts**

- 1.1 hot soufflés
- 1.2 paste based
- 1.3 fruit based
- 1.4 sponge based

### **2 Preparation methods**

- 2.1 creaming
- 2.2 folding
- 2.3 aeration
- 2.4 use of moulds
- 2.5 incorporating fat
- 2.6 separation/combining of colours/flavours/ingredients

### **3 Cooking methods**

- 3.1 steaming
- 3.2 deep fat frying
- 3.3 bain-marie
- 3.4 baking
- 3.5 microwaving

### **4 Finishing methods**

- 4.1 gratinating
- 4.2 cooling
- 4.3 piping
- 4.4 de-moulding
- 4.5 glazing
- 4.6 portioning

# Unit 79: Produce sauces, fillings and coatings for complex desserts

**Unit code:** PPL3PC25

**SCQF level:** 6

**Credit points:** 4

---

## Unit summary

This standard is about producing sauces, fillings and coatings, for example:

- syrups
- butter cream
- sugar glazes
- chocolate glazes.

The standard covers a range of preparation, cooking and finishing techniques associated with producing sauces, fillings and coatings for complex desserts.

This standard focuses on the technical knowledge and skills required to produce sauces, fillings and coatings for complex desserts; however it should be assessed in the wider context of safe and hygienic working practices. It is recommended that the following NOS, selected as appropriate to the job role and organisation, are referenced in conjunction with the technical skills and knowledge for the standard:

- Maintain food safety in a kitchen environment
- Apply and monitor food safety management procedures in hospitality
- Manage food safety in a professional kitchen
- Minimise the risk of allergens to customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- produce sauces, fillings and coatings for complex desserts.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

## Terminology

Produce; sauces; fillings; coatings; complex desserts

## Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding	
1	Select the type and quantity of ingredients needed for the sauces, fillings and coatings
2	Check the ingredients to make sure they meet quality standards
3	Choose the correct tools and equipment to produce sauces, fillings and coatings
4	Use tools and equipment correctly when producing sauces, fillings and coatings
5	Prepare and process the ingredients to meet requirements
6	Ensure the sauces, fillings and coatings have the correct colour, texture and finish
7	Finish and present the sauces, fillings and coatings to meet requirements
8	Ensure the sauces, fillings and coatings are at the correct temperature for holding and serving
9	Store any sauces, fillings and coatings not for immediate use in line with food safety regulations

## Performance criteria

1	Check that the food service area is clean, undamaged and ready for use according to your workplace standard
2	Check that the service equipment is clean, undamaged, where it should be and switched on ready for use
3	Check that you have sufficient supply of service items clean, undamaged, ready for use and stored appropriately
4	Prepare condiments and accompaniments and store appropriately ready for service
5	Display food items according to your workplace standard in a way that will promote sales and appeal to your customers
6	Check that the customer areas are clean, undamaged and set up according to your workplace standard
7	Check that service items are clean, undamaged and placed ready for customers
8	Check that menus and promotional items are clean, correct, current and ready for customers' use
9	Check the customer area is appealing and welcoming to customers according to your workplace standard



## Scope/range related to performance criteria

### **1 Service style**

- 1.1 table service
- 1.2 tray service
- 1.3 counter/takeaway service
- 1.4 trolley service
- 1.5 buffet/carvery service

### **2 Work area**

- 2.1 serving area
- 2.2 customer area

### **3 Service equipment**

- 3.1 hot/cold beverage serving units
- 3.2 refrigerated units
- 3.3 heated units
- 3.4 service/display units

### **4 Service items (disposable/reusable)**

- 4.1 trays
- 4.2 food containers/crockery
- 4.3 cutlery
- 4.4 table coverings
- 4.5 napkins
- 4.6 menus/promotional items
- 4.7 drinks containers
- 4.8 service utensils
- 4.9 decorative items

### **5 Condiments and accompaniments**

- 5.1 seasonings
- 5.2 sugars/sweeteners
- 5.3 prepared sauces/dressings
- 5.4 prepared bread items

## 12 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://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))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of SVQ/Competence-based qualifications are available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, go to the resources page on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 13 Professional development and training

### Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website, [qualifications.pearson.com](http://qualifications.pearson.com).

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 candidate-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [qualifications.pearson.com](http://qualifications.pearson.com). 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.

### Training and support for the lifetime of the qualifications

To get in touch with our dedicated support teams please visit our website, [qualifications.pearson.com](http://qualifications.pearson.com)

**Online support:** find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

### Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email [wblcomplaints@pearson.com](mailto:wblcomplaints@pearson.com).

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

## Annexe A: Assessment strategy

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<b>Assessment Strategy:</b>	For Scottish Vocational Qualifications (SVQs) for the Hospitality Sector
<b>Sector:</b>	Hospitality
<b>Qualification Titles:</b>	SVQ Beverage Service at SCQF level 5 SVQ Food and Beverage Service at SCQF level 5 SVQ Food Production at SCQF level 5 SVQ Hospitality Services at SCQF level 4 SVQ Hospitality Services at SCQF level 5 SVQ Hospitality Supervision and Leadership at SCQF level 7 SVQ Kitchen Services at SCQF level 5 SVQ Professional Cookery at SCQF level 4 SVQ Professional Cookery at SCQF level 5 SVQ Professional Cookery at SCQF level 6 SVQ Professional Cookery at SCQF level 7
<b>Developed by:</b>	People 1st
<b>Approved by ACG:</b>	1 March 2017
<b>Version:</b>	1

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## 1. Introduction

This assessment strategy applies to all hospitality sector Scottish Vocational Qualifications (SVQs). It comes into force on the 1<sup>st</sup> July 2017 and will apply to any new SVQ units and qualifications for the hospitality sector and will replace other assessment strategies currently used for existing SVQs

There are four components to the hospitality sector assessment strategy which set out requirements and guidance relating to:

- external quality control
- assessment principles
- occupational expertise of assessors and verifiers
- continuous professional development.

The purpose of this assessment strategy is for People 1st and awarding bodies to work in partnership to:

- maximise the quality assurance arrangements for the hospitality sector's SVQ units and qualifications and maintain standardisation across assessment practice
- assure employers and candidates that the sector's competence SVQ units and qualifications are consistently assessed to the national occupational standard
- promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience is awarding bodies that offer SVQ units and qualifications for the hospitality industry.

The assessment strategy should be used alongside the generic principles that awarding bodies must meet for the delivery of SVQs, as required by the relevant sections of the current SQA Accreditation's Regulatory Requirements.

## 2. External Quality Control

### 2.1 Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding body
- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding body's data will be published
- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements
- highlight specific issues relating to the assessment of the sector's SVQ units and qualifications that require immediate attention, as and when they arise
- contribute to awarding body forums to review and discuss matters relating to the assessment of hospitality SVQ units and qualifications
- resolve issues relating to the assessment and verification of the sector's SVQ units and qualifications with the action(s), and in the timeframe, agreed.



### 3. Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidates' supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process. Within these parameters, People 1st expects that:

- the majority of assessment of the sector's SVQ units and qualifications will be based on **performance evidence**, i.e. direct observation, outputs of work and witness testimony within the workplace or a RWE approved by an awarding body, (see section 3.4)
- opportunities to ascertain candidate's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

*Please note: External tests do not form part of People 1st's assessment strategy.*

#### 3.1 Witness Testimony

People 1st recognise the use of **witness testimony** and **expert witness testimony** as appropriate methods for assessors to collect evidence of candidates' performance.

**Witness testimonies** can be obtained from people who are occupationally competent and who may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the candidate's workplace, e.g. customers and suppliers. The assessor must judge the validity of the witness testimony and this may vary depending on the source.

Witness testimonies can support the assessment process but should not be used as the main form of evidence, (e.g. witness testimony may be useful to authenticate a candidate's work, confirm consistency over time or confirm that a candidate has covered all of the required scope/range for a unit). In all cases the awarding body's minimum evidence requirements must be met.

**Expert witnesses** may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- approved assessors for other sectors who are also familiar with the relevant occupational standards
- line managers, other managers or experienced colleagues that are not approved assessors, but who the awarding body agrees has current occupational competence, knowledge and expertise to make a judgement of a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications and/or practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than 12 months. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding body's requirements.

### 3.2 Professional Discussion

Professional discussion could be used in addition to performance evidence to confirm a candidate's overall competence. Professional discussion could also be used as a form of evidence for assessing underpinning knowledge; such discussions should enable the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed, rather than using a prescribed list of questions.

### 3.3 Simulation

Simulation can only be used to assess candidates for the sector's SVQ units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. Where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices. Partial simulation would be accepted as long as it meets the set requirements.

See **Appendix A** for SVQ units which permit the use of simulation.

Awarding bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on candidates are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- the candidate should be given no indication as to what the simulation will present.

### 3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE can be found at **Appendix B**.

## 4. Occupational Expertise of Assessors and Verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in **Appendix C**. Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in **Appendix D**.

## 5. Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Appendix E**.

## Appendix A

### SVQ units in Hospitality that permit simulation

There are no People 1st units that may be achieved solely by the use of simulation. However, partial simulation is permissible in the units listed in the table below.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- there is a high risk to the security or safety
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of demotivating candidates
- there would otherwise be a breach of confidentiality or privacy.

People 1st Unit Number	Unit Title	SVQ qualifications that the unit is used in
PPL1Gen1	Maintain health and safety in hospitality	SVQ Professional Cookery at SCQF 4 SVQ Hospitality Services at SCQF 4 SVQ Hospitality Services at SCQF 5 SVQ Food and Beverage Service at SCQF 5 SVQ Beverage Service at SCQF 5 SVQ Kitchen Services at SCQF 5 SVQ Food Production at SCQF 5 SVQ Professional Cookery at SCQF 5
PPLHSL4	Maintain the health, hygiene, safety and security of the working environment	SVQ in Hospitality Supervision and Leadership at SCQF 7
PPLHSL23	Improve the customer relationship	SVQ in Hospitality Supervision and Leadership at SCQF 7
PPLHSL19	Monitor and solve customer service problems	SVQ in Hospitality Supervision and Leadership at SCQF 7
PPLHSL5	Lead a team to improve customer service	SVQ in Hospitality Supervision and Leadership at SCQF 7

## Appendix B

### Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in a RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding body's criteria for this purpose. External verifiers (EV) are expected to ensure RWEs meet the criteria set out below on at least one visit.

<b>1</b>	<b>The work situation being represented is relevant to the competence based units and qualifications being assessed</b>	<ul style="list-style-type: none"><li>• The type of work situation being represented mirrors the relevant setting, e.g. quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.</li><li>• Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.</li><li>• Industry trends are considered in the product and service offer.</li></ul>
<b>2</b>	<b>The candidate's work activities reflect those found in the situation being represented</b>	<ul style="list-style-type: none"><li>• Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.</li><li>• Candidates are clear on their work activities and responsibilities.</li></ul>
<b>3</b>	<b>The RWE is operated in the same manner as a real work situation</b>	<ul style="list-style-type: none"><li>• Customers are not prompted to behave in a particular manner.</li><li>• Customer feedback is maintained and acted upon.</li></ul>
<b>4</b>	<b>The RWE is underpinned by commercial principles and responsibilities.</b>	<ul style="list-style-type: none"><li>• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure, taking into account supervisory requirements.</li><li>• There is evidence of business planning, e.g. product/service plans, staffing/rotas, costing, promotions.</li><li>• Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage.</li><li>• Legislative regulations are adhered to, e.g. food safety, health and safety, equal opportunities, trade description.</li><li>• Consumer information is provided on products and services, e.g. allergy advice on food products.</li></ul>

## Appendix C

### Occupational Expertise of Assessors and Verifiers

The requirements set out below relates to all assessors and verifiers.

✓ = **mandatory**

<b>Assessors, Internal Verifiers and External Verifiers must:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications which are being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as identified by SQA Accreditation, qualifications regulator, confirming their competence to assess or verify SVQ units and qualifications assessment as follows:			
<ul style="list-style-type: none"> <li>Assessors and verifiers who hold current assessor and/or verifier units and undertake appropriate continuous professional development (CPD)</li> </ul>	✓	✓	✓
<ul style="list-style-type: none"> <li>Assessors and verifiers who hold previous versions of assessor and/or verifier units, who work to the current Learning and Development (L&amp;D) National Occupational Standards (NOS) and undertake appropriate continuous professional development (CPD)</li> </ul>	✓	✓	✓
<ul style="list-style-type: none"> <li>Any new assessors or verifiers who do not currently hold any assessor or verifier units must undertake the relevant current unit(s)</li> <li>In the case that an assessor or verifier is working towards their assessor/verifier unit, a representative sample of their assessment/verification decisions must be counter-signed by a colleague who has achieved an appropriate assessor/verifier unit. This colleague should have the same occupational expertise.</li> </ul>	✓	✓	✓
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and/or verifying which has been gained through 'hands on' experience in the industry.	✓	✓	✓
Adhere to the awarding body's assessment requirements and practice standardised assessment principles.	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget.	✓	✓	
Have supervisory/management, interpersonal and investigative skills; including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Annex D).	✓	Good Practice	
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E).	✓	✓	✓

## Appendix D

### Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, internal verifiers and external verifiers should either receive training or achieve qualifications. People 1st is **not** stipulating that assessors, internal verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = **mandatory**

Qualification/ Training	SVQ unit/qualification	A	IV	EV
<b>Health and Safety</b>	All sector units and qualifications	✓	Good Practice	
<b>Food Safety</b>	Kitchen Services	✓	Good Practice	
	Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Beverage Service	✓		
	Beverage Service	✓		
	Hospitality Supervision and Leadership ( <i>with food and beverage units</i> )	✓		
<b>Licensing</b>	Food and Beverage Service	✓	Good Practice	
	Beverage Service	✓		
	Hospitality Supervision and Leadership ( <i>with food and beverage units</i> )	✓		

## Appendix E

### Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides examples of a variety of methods that could be used for CPD purposes.

<b>Updating occupational expertise</b>	<ul style="list-style-type: none"><li>• Internal and external work placements</li><li>• Work experience and shadowing (e.g. within associated departments)</li><li>• External visits to other organisations</li><li>• Updated and new training and qualifications <a href="http://hospitalityguild.co.uk/uksp">http://hospitalityguild.co.uk/uksp</a></li><li>• Training sessions to update skills</li><li>• Visits to educational establishments</li><li>• Trade fairs</li></ul>
<b>Keeping up to date with sector developments and new legislation</b>	<ul style="list-style-type: none"><li>• Relevant sector websites</li><li>• Membership of professional bodies</li><li>• Papers and documents on legislative change</li><li>• Networking events</li><li>• Seminars, conferences, workshops, membership of committees/working parties (e.g. People 1st events), webinars, social media</li><li>• Staff development days</li></ul>
<b>Standardising and best practice in assessment</b>	<ul style="list-style-type: none"><li>• Regular standardisation meetings with colleagues</li><li>• Sharing best practice through internal meetings, newsletters, email circulars</li><li>• Comparison of assessment and verification in other sectors</li><li>• Attending awarding body meetings/seminars</li></ul>

Downloadable guidance on CPD can be found at CPD Guidance (<https://set.et-foundation.co.uk/professionalism/cpd/>)



## Annexe B: Core Skills Signposting

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<b>Core Skills Signposting:</b>	HOSPITALITY NOS UNITS 2016
<b>Sector:</b>	Hospitality
<b>Qualification Titles:</b>	SVQ Beverage Service at SCQF level 5 SVQ Food and Beverage Service at SCQF level 5 SVQ Food Production at SCQF level 5 SVQ Hospitality Services at SCQF level 4 SVQ Hospitality Services at SCQF level 5 SVQ Hospitality Supervision and Leadership at SCQF level 7 SVQ Kitchen Services at SCQF level 5 SVQ Professional Cookery at SCQF level 4 SVQ Professional Cookery at SCQF level 5 SVQ Professional Cookery at SCQF level 6 SVQ Professional Cookery at SCQF level 7
<b>Developed by:</b>	People 1st
<b>Approved by ACG:</b>	1 March 2017
<b>Version:</b>	1

HOSPITALITY NOS UNITS 2016 – Core Skills Signposting						
		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Generic Units</b>						
PPL1GEN1	Maintain health and safety in hospitality	SCQF3	SCQF3		SCQF3	SCQF3
PPL1GEN2	Maintain excellent standards of personal behaviour in hospitality	SCQF3		SCQF3		SCQF3
PPL1GEN3	Maintain customer care	SCQF4	SCQF3		SCQF3	SCQF3
PPL1GEN4	Work effectively as part of a hospitality team	SCQF4	SCQF3		SCQF4	SCQF4
PPL1GEN5	Clean and store crockery and cutlery	SCQF3	SCQF3		SCQF3	
PPL2GEN1	Impact of personal behaviour in hospitality	SCQF4		SCQF3	SCQF3	SCQF4
PPL2GEN2	Order stock	SCQF4	SCQF3	SCQF3	SCQF3	SCQF4
PPL2GEN3	Maintain and handle knives	SCQF3			SCQF3	SCQF3
PPL2GEN4	Maintain food safety in a kitchen environment	SCQF4	SCQF4		SCQF4	SCQF4
PPL2GEN5	Maintain food safety in a hospitality environment	SCQF4	SCQF3		SCQF4	SCQF4
PPL2GEN6	Minimise the risk of allergens to customers	SCQF5	SCQF4		SCQF3	SCQF4
PPL2GEN7	Resolve customer service problems	SCQF5			SCQF4	SCQF5
PPL2GEN8	Promote additional services or products to customers	SCQF4		SCQF3		SCQF4
PPL2GEN9	Deal with customers across a language divide	SCQF4			SCQF3	SCQF4
PPL2GEN10	Deal with customers across a cultural divide	SCQF4			SCQF3	SCQF4
PPL2GEN11	Maintain customer service through effective handover	SCQF4			SCQF3	SCQF4
PPL2GEN12	Maintain and deal with payments	SCQF3	SCQF3		SCQF4	SCQF4

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Generic Units</b> <i>(continued)</i>						
PPL2GEN13	Use social media in hospitality	SCQF4		SCQF3	SCQF3	SCQF3
PPL2GEN14	Complete kitchen documentation	SCQF4	SCQF4	SCQF4	SCQF3	
PPL2GEN15	Set up and close kitchen	SCQF4	SCQF4	SCQF3	SCQF3	SCQF4
<b>Front of House Reception Units</b>						
PPL1FOH1	Process information for the reception function	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL1FOH2	Assist in handling mail	SCQF3			SCQF3	SCQF3
PPL1FOH3	Communicate information in a business environment	SCQF4		SCQF3	SCQF3	SCQF4
PPL1FOH4	Make and receive telephone calls	SCQF3			SCQF3	SCQF3
PPL1FOH5	Receive, move and store customer and organisation property	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL1FOH6	Service public areas at front of house	SCQF3	SCQF3		SCQF3	SCQF3
PPL1FOH7	Collect and deliver items for customers and staff	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL1FOH8	Prepare, service and clear meeting and conference rooms	SCQF3	SCQF3		SCQF3	SCQF3
PPL1FOH9	Use a filing system	SCQF3	SCQF3	SCQF3	SCQF3	
PPL1FOH10	Contribute to solving business problems	SCQF4			SCQF4	SCQF4
PPL2FOH1	Deal with communications as part of the reception function	SCQF4	SCQF3	SCQF3	SCQF3	SCQF3
PPL2FOH2	Deal with the arrival of customers	SCQF3	SCQF3	SCQF3	SCQF3	SCQF3
PPL2FOH3	Deal with bookings	SCQF4	SCQF3	SCQF4	SCQF3	SCQF3
PPL2FOH4	Prepare customer accounts and deal with departures	SCQF3	SCQF3	SCQF4	SCQF3	SCQF3

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Front of House Reception Units</b> <i>(continued)</i>						
PPL2FOH5	Produce documents in a business environment	SCQF3	SCQF3	SCQF3		
PPL2FOH6	Use office equipment	SCQF3		SCQF3	SCQF3	
PPL2FOH7	Communicate in a business environment	SCQF4		SCQF3	SCQF3	SCQF4
PPL2FOH8	Handle customer communications and book external services	SCQF4		SCQF3	SCQF4	SCQF4
PPL2FOH9	Provide reception services	SCQF4		SCQF3	SCQF3	SCQF3
PPL2FOH10	Store and retrieve information	SCQF3	SCQF3	SCQF3	SCQF3	
PPL2FOH11	Provide tourism information services to customers	SCQF4	SCQF3	SCQF3	SCQF3	SCQF3
<b>Accommodation/Housekeeping Units</b>						
PPL1HK1	Collect linen and make beds	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK2	Clean windows from the inside	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK3	Help to service toilets and bathrooms	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK4	Help to clean and maintain furnished areas	SCQF3	SCQF3		SCQF3	SCQF3
PPL1HK5	Work individually and follow reporting procedures in a cleaning environment	SCQF4	SCQF3		SCQF3	
PPL2HK1	Clean and service a range of areas	SCQF3	SCQF3		SCQF4	SCQF4
PPL2HK2	Work using different chemicals, liquids and equipment	SCQF3	SCQF3		SCQF4	SCQF4
PPL2HK3	Maintain housekeeping supplies	SCQF3	SCQF3	SCQF3	SCQF4	SCQF4
PPL2HK4	Clean, maintain and protect hard floors	SCQF3	SCQF3		SCQF4	SCQF3

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
Accommodation/Housekeeping Units <i>(continued)</i>						
PPL2HK5	Clean and maintain soft floors and furnishings	SCQF3	SCQF3		SCQF4	SCQF3
PPL2HK6	Provide a linen service	SCQF3	SCQF3	SCQF3	SCQF4	SCQF4
PPL2HK7	Carry out periodic room servicing and deep cleaning	SCQF3	SCQF3		SCQF4	SCQF4
Food and Beverage Service Units						
PPL1FBS1	Prepare and clear areas for food and beverage service	SCQF3	SCQF3		SCQF3	SCQF3
PPL1FBS2	Provide a food and beverage service	SCQF3	SCQF3		SCQF3	SCQF3
PPL2FBS1	Prepare and clear the bar area	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS2	Serve alcoholic and soft drinks	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS3	Prepare and serve cocktails (mixology )	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS4	Prepare and serve beer/cider	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS5	Prepare and serve wine	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS6	Maintain cellars and kegs	SCQF3	SCQF3		SCQF4	SCQF3
PPL2FBS7	Clean drink dispense lines	SCQF3	SCQF3		SCQF4	SCQF3
PPL2FBS8	Prepare and serve dispensed and instant hot drinks	SCQF3	SCQF3		SCQF4	SCQF3
PPL2FBS9	Set up a specialist coffee station	SCQF3	SCQF3		SCQF4	
PPL2FBS10	Prepare and serve beverages from a specialist coffee station	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS11	Clean and close a specialist coffee station	SCQF3	SCQF3		SCQF4	

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Food and Beverage Service Units</b> <i>(continued)</i>						
PPL2FBS12	Receive, store and issue drinks stock	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS13	Prepare and clear areas for table service	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS14	Serve food at table (formal dining )	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS15	Serve food at table (casual dining )	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS16	Provide a silver service	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS17	Provide a buffet service	SCQF3	SCQF3		SCQF4	SCQF4
PPL2FBS18	Convert an area for dining	SCQF4	SCQF3		SCQF4	SCQF4
PPL2FBS19	Promote new menu items	SCQF4				SCQF3
<b>Food Production Units</b>						
PPL1PRD1	Prepare hot and cold sandwiches	SCQF4	SCQF4		SCQF3	
PPL1PRD2	Produce basic egg dishes	SCQF4	SCQF4		SCQF4	
PPL1PRD3	Maintain an efficient use of resources in the kitchen	SCQF4	SCQF4		SCQF3	
PPL1PRD4	Prepare meals for distribution	SCQF4	SCQF4	SCQF3	SCQF4	SCQF4
PPL1PRD5	Prepare meals to meet relevant nutritional standards set for school meals	SCQF4	SCQF4	SCQF3	SCQF3	SCQF4
PPL1PRD6	Present menu items according to brand/organisation standards	SCQF4	SCQF4		SCQF3	SCQF4
PPL1PRD7	Assemble meals for distribution via conveyor belt	SCQF3	SCQF3		SCQF4	SCQF3
PPL2PRD1	Produce basic fish dishes	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Food Production Units</b> <i>(continued)</i>						
PPL2PRD2	Produce basic meat dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD3	Produce basic poultry dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD4	Produce basic vegetable dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD5	Cook-chill food	SCQF4	SCQF4		SCQF3	
PPL2PRD6	Cook-freeze food	SCQF4	SCQF4		SCQF3	
PPL2PRD7	Produce basic hot sauces	SCQF4	SCQF4		SCQF4	
PPL2PRD8	Produce basic cereal, pulse and grain dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD9	Produce basic pasta dishes	SCQF4	SCQF4		SCQF4	
PPL2PRD10	Produce cold starters and salads	SCQF4	SCQF4		SCQF3	
PPL2PRD11	Produce basic bread and dough products	SCQF4	SCQF4		SCQF4	
PPL2PRD12	Produce basic pastry products	SCQF4	SCQF4		SCQF4	
PPL2PRD13	Produce basic cakes, sponges and scones	SCQF4	SCQF4		SCQF4	
PPL2PRD14	Produce basic cold and hot desserts	SCQF4	SCQF4		SCQF4	
PPL2PRD15	Produce flour, dough and tray baked products	SCQF4	SCQF4		SCQF3	
PPL2PRD16	Produce products from pre-mixed ingredients	SCQF3	SCQF4		SCQF4	
PPL2PRD17	Modify dishes to meet the specific nutritional needs of individuals	SCQF4	SCQF4		SCQF4	
PPL2PRD18	Prepare, operate and clean specialist equipment	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Food Production Units</b> <i>(continued)</i>						
PPL2PRD19	Maintain an efficient use of food resources	SCQF4	SCQF3		SCQF4	
PPL2PRD20	Liaise with care team to ensure that individuals' nutritional needs are met	SCQF4	SCQF4	SCQF3	SCQF3	SCQF4
<b>Professional Cookery Units</b>						
PPL1PC1	Prepare vegetables	SCQF4	SCQF4		SCQF3	
PPL1PC2	Cook vegetables	SCQF4	SCQF4		SCQF3	
PPL1PC3	Prepare and cook fish	SCQF4	SCQF4		SCQF3	
PPL1PC4	Prepare and cook meat and poultry	SCQF4	SCQF4		SCQF3	
PPL1PC5	Prepare and finish simple salad and fruit dishes	SCQF4	SCQF4		SCQF3	
PPL1PC6	Prepare and cook rice	SCQF4	SCQF4		SCQF3	
PPL1PC7	Prepare and cook pasta	SCQF4	SCQF4		SCQF3	
PPL1PC8	Prepare and cook pulses	SCQF4	SCQF4		SCQF3	
PPL1PC9	Prepare and cook grain	SCQF4	SCQF4		SCQF3	
PPL1PC10	Prepare and cook vegetable protein	SCQF4	SCQF4		SCQF3	
PPL1PC11	Prepare and cook eggs	SCQF4	SCQF4		SCQF3	
PPL1PC12	Cook and finish simple bread and dough products	SCQF4	SCQF4		SCQF3	
PPL1PC13	Package food for delivery	SCQF4	SCQF4		SCQF3	
PPL2PC1	Prepare vegetables for basic dishes	SCQF4	SCQF4		SCQF4	



		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Professional Cookery Units</b> <i>(continued)</i>						
PPL2PC2	Cook and finish basic vegetable dishes	SCQF4	SCQF4		SCQF4	
PPL2PC3	Prepare fish for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC4	Cook and finish basic fish dishes	SCQF4	SCQF4		SCQF4	
PPL2PC5	Prepare shellfish for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC6	Cook and finish basic shellfish dishes	SCQF4	SCQF4		SCQF4	
PPL2PC7	Prepare meat for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC8	Cook and finish basic meat dishes	SCQF4	SCQF4		SCQF4	
PPL2PC9	Prepare poultry for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC10	Cook and finish basic poultry dishes	SCQF4	SCQF4		SCQF4	
PPL2PC11	Prepare game for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC12	Cook and finish basic game dishes	SCQF4	SCQF4		SCQF4	
PPL2PC13	Prepare offal for basic dishes	SCQF4	SCQF4		SCQF4	
PPL2PC14	Cook and finish basic offal dishes	SCQF4	SCQF4		SCQF4	
PPL2PC15	Make basic stocks	SCQF4	SCQF4		SCQF4	
PPL2PC16	Prepare, cook and finish basic hot sauces	SCQF4	SCQF4		SCQF4	
PPL2PC17	Prepare, cook and finish basic soups	SCQF4	SCQF4		SCQF4	
PPL2PC18	Prepare, cook and finish basic rice dishes	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Professional Cookery Units</b> <i>(continued)</i>						
PPL2PC19	Prepare, cook and finish basic pasta dishes	SCQF4	SCQF4		SCQF4	
PPL2PC20	Prepare, cook and finish basic pulse dishes	SCQF4	SCQF4		SCQF4	
PPL2PC21	Prepare, cook and finish basic vegetable protein dishes	SCQF4	SCQF4		SCQF4	
PPL2PC22	Prepare, cook and finish basic egg dishes	SCQF4	SCQF4		SCQF4	
PPL2PC23	Prepare, cook and finish basic bread and dough products	SCQF4	SCQF4		SCQF4	
PPL2PC24	Prepare, cook and finish basic pastry products	SCQF4	SCQF4		SCQF4	
PPL2PC25	Prepare, cook and finish basic cakes, sponges, biscuits and scones	SCQF4	SCQF4		SCQF4	
PPL2PC26	Prepare, cook and finish basic grain dishes	SCQF4	SCQF4		SCQF4	
PPL2PC27	Prepare, cook and finish basic cold and hot desserts	SCQF4	SCQF4		SCQF4	
PPL2PC28	Prepare and present food for cold presentation	SCQF4	SCQF4		SCQF4	
PPL2PC29	Prepare, cook and finish dim sum	SCQF4	SCQF4		SCQF4	
PPL2PC30	Prepare, cook and finish noodle dishes	SCQF4	SCQF4		SCQF4	
PPL2PC31	Prepare and cook food using a tandoor	SCQF4	SCQF4		SCQF4	
PPL2PC32	Process dried ingredients prior to cooking	SCQF4	SCQF4		SCQF4	
PPL2PC33	Prepare and mix spice and herb blends	SCQF4	SCQF4		SCQF4	
PPL2PC34	Contribute to sustainable practice in kitchens	SCQF3	SCQF3		SCQF4	
PPL3PC1	Cook and finish complex vegetarian dishes	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Professional Cookery Units</b> <i>(continued)</i>						
PPL3PC2	Prepare fish for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC3	Cook and finish complex fish dishes	SCQF4	SCQF4		SCQF4	
PPL3PC4	Prepare shellfish for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC5	Cook and finish complex shellfish dishes	SCQF4	SCQF4		SCQF4	
PPL3PC6	Prepare meat for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC7	Cook and finish complex meat dishes	SCQF4	SCQF4		SCQF4	
PPL3PC8	Prepare poultry for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC9	Cook and finish complex poultry dishes	SCQF4	SCQF4		SCQF4	
PPL3PC10	Prepare game for complex dishes	SCQF4	SCQF4		SCQF4	
PPL3PC11	Cook and finish complex game dishes	SCQF4	SCQF4		SCQF4	
PPL3PC12	Prepare, cook and finish complex hot sauces	SCQF4	SCQF4		SCQF4	
PPL3PC13	Prepare, cook and finish complex soups	SCQF4	SCQF4		SCQF4	
PPL3PC14	Prepare, cook and finish fresh pasta dishes	SCQF4	SCQF4		SCQF4	
PPL3PC15	Prepare, cook and finish complex bread and dough products	SCQF4	SCQF4		SCQF4	
PPL3PC16	Prepare, cook and finish complex cakes, sponges, biscuits and scones	SCQF4	SCQF4		SCQF4	
PPL3PC17	Prepare, cook and finish complex pastry products	SCQF4	SCQF4		SCQF4	
PPL3PC18	Prepare, process and finish complex chocolate products	SCQF4	SCQF4		SCQF4	

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Professional Cookery Units</b> <i>(continued)</i>						
PPL3PC19	Prepare, process and finish marzipan, pastillage and sugar products	SCQF4	SCQF4		SCQF4	
PPL3PC20	Prepare, cook and present complex cold products	SCQF4	SCQF4		SCQF4	
PPL3PC21	Prepare, finish and present canapés and cocktail products	SCQF4	SCQF4		SCQF4	
PPL3PC22	Prepare, cook and finish complex dressings and cold sauces	SCQF4	SCQF4		SCQF4	
PPL3PC23	Prepare, cook and finish complex hot desserts	SCQF4	SCQF4		SCQF4	
PPL3PC24	Prepare, cook and finish complex cold desserts	SCQF4	SCQF4		SCQF4	
PPL3PC25	Produce sauces, fillings and coatings for complex desserts	SCQF4	SCQF4		SCQF4	
PPL3PC26	Maintain sustainable practice in commercial kitchens	SCQF5	SCQF4		SCQF5	SCQF5
<b>Hospitality Supervision and Leadership Units</b>						
PPLHSL1	Provide leadership for your team	SCQF5			SCQF5	SCQF6
PPLHSL2	Develop productive working relationships with colleagues	SCQF5			SCQF5	SCQF6
PPLHSL3	Contribute to the control of resources	SCQF6	SCQF5	SCQF4	SCQF6	SCQF6
PPLHSL4	Maintain the health, hygiene, safety and security of the working environment	SCQF6			SCQF6	SCQF6
PPLHSL5	Lead a team to improve customer service	SCQF5			SCQF6	SCQF6
PPLHSL6	Contribute to promoting hospitality services and products	SCQF6	SCQF5	SCQF4	SCQF6	SCQF6
PPLHSL7	Supervise food production operations	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL8	Supervise functions	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
Hospitality Supervision and Leadership Units <i>(continued)</i>						
PPLHSL9	Contribute to the development of recipes and menus	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL10	Supervise food services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL11	Supervise drink services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL12	Supervise off-site food delivery services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL13	Supervise cellar and drink storage operations	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL14	Manage the receipt, storage or dispatch of goods	SCQF6	SCQF4	SCQF4	SCQF6	SCQF5
PPLHSL15	Supervise the wine store/cellar and dispense counter	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL16	Supervise vending services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL17	Supervise housekeeping services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL18	Supervise linen services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL19	Monitor and solve customer service problems	SCQF6	SCQF5		SCQF6	SCQF6
PPLHSL20	Supervise portering and concierge services	SCQF6	SCQF4	SCQF4	SCQF6	SCQF6
PPLHSL21	Supervise reception services	SCQF6	SCQF4	SCQF6	SCQF6	SCQF6
PPLHSL22	Supervise reservations and booking services	SCQF6	SCQF4	SCQF6	SCQF6	SCQF6
PPLHSL23	Improve the customer relationship	SCQF6	SCQF4		SCQF6	SCQF6
PPLHSL24	Provide learning opportunities for colleagues	SCQF6		SCQF4	SCQF6	SCQF6
PPLHSL25	Support the use of technological equipment in hospitality services	SCQF6	SCQF5	SCQF6	SCQF6	SCQF6

		Core Skills signposting				
SSC CODE	NOS UNIT TITLE (2016)	Communication	Numeracy	ICT	Problem Solving	Working with others
<b>Hospitality Supervision and Leadership Units</b> <i>(continued)</i>						
PPLHSL26	Supervise practices for handling payments	SCQF5	SCQF4	SCQF5	SCQF6	SCQF6
PPLHSL27	Contribute to the development of a wine list	SCQF6	SCQF4	SCQF4	SCQF5	SCQF5
PPLHSL28	Manage the environmental impact of your work	SCQF6		SCQF4	SCQF6	SCQF6
PPLHSL29	Contribute to the selection of staff for activities	SCQF6	SCQF5	SCQF4	SCQF6	SCQF5
PPLHSL30	Ensure food safety practices are followed in the preparation and serving of food and drink	SCQF6	SCQF4	SCQF5	SCQF6	SCQF6
PPLHSL31	Lead meetings	SCQF5				SCQF5

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