Qualification Guidance Document

BIIAB Level 3 Diploma in Professional Cookery

England – 601/6226/0

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The BIIAB Qualifications Limited website provides access to a wide variety of information.

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Specification Code

The specification code is D3363-03.

Issue	Date	Details of change
1.0	March 2016	Unit ERRHLTS change to assessment methodology Unit MFSSPCF correction to numbering of LO7 and text in Evidence Requirements for LO1 Units 3FPC4, 3FPC7, 3FPC8, 3FPC10, 3FPC14 corrections to Evidence Requirements Unit 3FPC11 correction to AC6.5
3.0	January 2018	Updated handbook throughout to remove reference to "QCF"
3.1	May 2023	Reformatted into new branding
3.2	June 2025	Updated Review Date to 31/07/2028
3.3	August 2026	All reference to NVQ removed
3.4	August 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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Qualification Summary

BIIAB Level 3 Diploma in Professional Cookery								
Qualification Purpose	To obtain and then demonstrate the skills to work at an operational level in Professional Cookery.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by: > Ofqual > CCEA Regulation							
Assessment	Portfolio of Evidence							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/06/2015							
Review Date	31/07/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	360 hours							
Total Qualification Time (TQT)	560 hours							
Credit Value								
BIIAB Qualifications Limited Sector	Hospitality and Catering							
Regulator Sector	07.4 Hospitality and Catering							
Support from Trade Associations								

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England and CCEA Regulation in N Ireland. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Diploma in Professional Cookery	601/6226/0

Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 3 Diploma in Professional Cookery

To achieve the BIIAB Level 3 Diploma in Professional Cookery, learners **must** gain a **total of 56** credits. This **must** consist of:

- Mandatory Group A **minimum** credit: **17**
- Optional Group B **minimum** credit: **39**

This qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at this level.

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 17				
Develop productive working relationships with colleagues	M/501/0428 H30	2	9	27
Maintain food safety when storing, preparing and cooking food	D/601/6980 MFSSPCF	2	4	32
Maintain the health, hygiene, safety and security of the working environment	Y/502/9569 MSH3	3	4	27
Optional Group B Minimum Credit Target – 39				
Prepare fish for complex dishes	F/601/5479 3FP1	3	3	21
Prepare meat for complex dishes	H/601/5488 3FP3	3	4	28
Prepare poultry for complex dishes	A/601/5495 3FP4	3	3	23
Cook and finish complex fish dishes	H/601/5507 3FC1	3	4	38
Cook and finish complex meat dishes	M/601/5557 3FC3	3	4	31
Cook and finish complex poultry dishes	M/601/5560 3FC4	3	4	31
Cook and finish complex vegetable dishes	M/601/5591 3FC6	3	4	30
Prepare, cook and finish complex hot sauces	A/601/5657 3FPC1	3	4	25
Prepare, cook and finish dressings and cold sauces	K/601/5704 3FPC11	3	3	20
Prepare shellfish for complex dishes	R/601/5485 3FP2	3	4	28
Cook and finish complex shellfish dishes	K/601/5556 3FC2	3	4	31
Cook and finish complex game dishes	A/601/5562 3FC5	3	4	36
Prepare, cook and finish complex soups	F/601/5661 3FPC2	3	4	29

Prepare, cook and finish fresh pasta dishes	R/601/5664 3FPC3	3	4	29
Prepare, cook and finish complex bread and dough products	D/601/5666 3FPC4	3	4	27
Prepare, cook and finish complex cakes, sponges, biscuits and scones	H/601/5670 3FPC5	3	5	35
Prepare, cook and finish complex pastry products	M/601/5672 3FPC6	3	3	29
Prepare, process and finish complex chocolate products	T/601/5673 3FPC7	3	5	42
Prepare, process and finish marzipan, pastillage and sugar products	J/601/5676 3FPC8	3	5	42
Prepare, cook and present complex cold products	L/601/5677 3FPC9	3	5	38
Prepare, finish and present canapés and cocktail products	Y/601/5682 3FPC10	3	4	32
Prepare, cook and finish complex hot desserts	L/601/5694 3FPC12	3	3	26
Prepare, cook and finish complex cold desserts	R/601/5700 3FPC13	3	3	30
Produce sauces, fillings and coatings for complex desserts	D/601/5702 3FPC14	3	4	33
Produce Healthier Dishes	A/601/4962 PRO3	2	3	28
Contribute to the control of resources	H/502/4097 H31	3	4	30
Contribute to the development of recipes and menus	K/502/4117 4CDRM	4	4	22
Ensure food safety practices are followed in the preparation and serving of food and drink	D/502/4163 H32	3	5	35
Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	T/601/7214 ERRHLTS	2	2	16
Prepare game for complex dishes	R/601/5499 3FP5	3	4	28

Aim

The BIIAB Level 3 Diploma in Professional Cookery has been designed to allow learners to obtain and then demonstrate the skills to work at an operational level in Professional Cookery.

This qualification meets the competence-based requirements of the following apprenticeships:

- Level 3 Apprenticeship Framework in Catering and Professional Chefs in Northern Ireland
- Level 3 Apprenticeship in Hospitality and Catering in Wales

The primary purpose of the qualification is to progress to the next level of vocational learning by preparing for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards at this level as such the sub-purpose is to develop knowledge and/or skills in a subject area.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB Qualifications Limited.

Target Group

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrices for the competence / units
- Assessment Strategy
- Purpose Statement
- Learner Unit Achievement Checklist

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB Qualifications Limited set questions within the context of knowledge modules that can be used to assess the learner's competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does not have to be undertaken within secure conditions but must be collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not the assessment. A password will be provided to allow access to this document upon approval for the qualification.

These are internally marked and verified but must be available to the EQA for external verification purposes.

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

This qualification shows the learner has gained Level 3 skills in professional cookery. It may help the learner to improve performance at work or get promoted into roles working with more autonomy.

Upon completion, the learner may be ready to progress to a higher level, for example by undertaking the following qualification:

- BIIAB Level 4 Diploma in Management and Leadership

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Group A Unit Details

Develop Productive Working Relationships with Colleagues		
Unit Reference	M/501/0428	
Level	2	
Credit Value	9	
Guided Learning (GL)	27	
Unit Summary	This unit will provide the learner with the knowledge and skills surrounding developing productive working relationships with colleagues.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.9)**	
The learner will	**The learner can**	
1. Develop productive working relationships with colleagues	1.1	Establish working relationships with all colleagues who are relevant to the work being carried out
	1.2	Recognise, agree and respect the roles and responsibilities of colleagues
	1.3	Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions
	1.4	Fulfil agreements made with colleagues and let them know
	1.5	Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
	1.6	Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out
	1.7	Exchange information and resources with colleagues to make sure that all parties can work effectively

	1.8	Provide feedback to colleagues on their performance and seek feedback from colleagues on their own performance in order to identify areas for improvement
2. Use appropriate behaviours for developing productive working relationships with colleagues	2.1	Present information clearly, concisely, and accurately and in ways that promote understanding
	2.2	Demonstrate that they seek to understand people's needs and motivations
	2.3	Demonstrate that they make time available to support others
	2.4	Demonstrate that they clearly agree what is expected of others and hold them to account
	2.5	Demonstrate that they know how to work to develop an atmosphere of professionalism and mutual support
	2.6	Demonstrate model behaviour that shows respect, helpfulness and co-operation
	2.7	Demonstrate that they keep promises and honour commitments
	2.8	Consider the impact of their own actions on others
	2.9	Say no to unreasonable requests
	2.10	Demonstrate that they show respect for the views and actions of others
3. Know and understand how to develop productive working relationships with colleagues using general knowledge	3.1	Demonstrate the benefits of developing productive working relationships with colleagues
	3.2	Demonstrate the principles of effective communication and how to apply them in order to communicate effectively with colleagues

	3.3	Demonstrate how to identify disagreements with colleagues and the techniques for sorting them out
	3.4	Demonstrate how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them
	3.5	Demonstrate how to take account of diversity issues when developing working relationships with colleagues
	3.6	Demonstrate the importance of exchanging information and resources with colleagues
	3.7	Demonstrate how to get and make use of feedback on their performance from colleagues
	3.8	Demonstrate how to provide colleagues with useful feedback on their performance
4. Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge	4.1	Demonstrate they know about regulations and codes of practice that apply in the industry or sector
	4.2	Demonstrate they know about standards of behaviour and performance in the industry or sector
	4.3	Demonstrate they know about the working culture of the industry or sector
5. Know and understand how to develop productive working relationships with colleagues using context specific knowledge	5.1	Identify current and future work being carried out
	5.2	Identify colleagues who are relevant to the work being carried out, their work roles and responsibilities
	5.3	Identify processes within the organisation for making decisions

	5.4	Identify line management responsibilities and relationships within the organisation
	5.5	Practise the organisation's values and culture
	5.6	Identify power, influence and politics within the organisation
	5.7	Adhere to standards of behaviour and performance expected in the organisation
	5.8	Identify information and resources that different colleagues might need
	5.9	Reach agreements with colleagues

Maintain Food Safety when Storing, Preparing and Cooking Food		
Unit Reference	D/601/6980	
Level	2	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit will provide the learner with the knowledge and skills surrounding maintaining food safety when storing, preparing and cooking food.	
Learning Outcomes (1 to 9)	**Assessment Criteria (1.1 to 9.16)**	
The learner will	**The learner can**	
1. Be able to keep yourself clean and hygienic	1.1	Wear clean and hygienic clothes appropriate to the jobs being undertaken
	1.2	Tie hair back and/or wear appropriate hair covering
	1.3	Only wear jewellery and other accessories that do not cause food safety hazards
	1.4	Change clothes when necessary
	1.5	Wash hands thoroughly at appropriate times
	1.6	Avoid unsafe behaviour that could contaminate the food working with
	1.7	Report cuts, boils grazes illness and infections promptly to the appropriate person
	1.8	Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing
2. Know how to keep yourself clean and hygienic	2.1	State why clean and hygienic clothes must be worn

	2.2	State why hair must be tied back or an appropriate hair covering be worn
	2.3	State the different types of protective clothes are appropriate for different jobs in storage, preparation and cooking food
	2.4	Describe the food safety hazards that jewellery and accessories can cause
	2.5	State when clothing should be changed
	2.6	State the importance of changing clothes
	2.7	State why hands must be washed after going to the toilet, before touching raw food and waste, before handling ready-to-eat food
	2.8	Describe how to wash hands safely
	2.9	State the importance of not handling food when open cuts are present
	2.10	Describe what to do if anyone has an open cut
	2.11	State the importance of reporting illnesses and infection promptly
	2.12	State why stomach illnesses are particularly important to report
	2.13	State the importance of avoiding touching face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food
3. Be able to keep working area clean and hygienic	3.1	Make sure surfaces and equipment are clean and in good condition
	3.2	Use clean and suitable cloths and equipment for wiping and cleaning between tasks

	3.3	Remove from use any surfaces and equipment that are damaged or have loose parts
	3.4	Report damaged surfaces, equipment to the person responsible for food safety
	3.5	Dispose of waste promptly, hygienically and appropriately
	3.6	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings
	3.7	Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person
	3.8	Identify, take appropriate action on any signs of pests
	3.9	Report any signs of pests to the appropriate person
4. Know how to keep working area clean and hygienic	4.1	State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task
	4.2	Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task
	4.3	State the importance of only using clean and suitable cloths when cleaning before tasks
	4.4	State how to ensure that clean and suitable cloths are used before tasks
	4.5	Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety

	4.6	List the types of damaged surfaces or equipment that can cause food safety hazards
	4.7	Describe how to deal with damaged surfaces and equipment
	4.8	State the importance of clearing and disposing of waste promptly and safely
	4.9	Describe how to safely dispose of waste
	4.10	Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards
	4.11	State the types of damage that should be looked out for
	4.12	State the types of pests that could be found in catering operations
	4.13	State how to recognise the signs that pests may be present
5. Be able to store food safely	5.1	Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery
	5.2	Look at and retain any important labelling information
	5.3	Prepare food for storage
	5.4	Place food in storage as quickly as necessary to maintain its safety
	5.5	Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food
	5.6	Store food so that cross contamination is prevented
	5.7	Follow stock rotation procedures

	5.8	Safely dispose of food that is beyond 'use-by-date'
	5.9	Keep necessary records up to date
6. Know how to store food safely	6.1	State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date
	6.2	State the importance of preparing food for storage
	6.3	State why food must be put in the correct storage area
	6.4	State the temperature food should be stored at
	6.5	State the importance of keeping storage areas clean and tidy
	6.6	Describe what to do if storage areas are not clean and tidy
	6.7	State the importance of storing food at the correct temperature
	6.8	Describe how to store food at the correct temperature
	6.9	State what types of food are raw
	6.10	State why types of food are ready-to-eat
	6.11	State why stock rotation procedures are important
	6.12	State why food beyond its use-by-date must be disposed of
7. Be able to prepare, cook and hold food safely	7.1	Check food before and during operations for any hazards
	7.2	Follow correct procedures for dealing with food hazards

	7.3	Follow organisational procedures for items that may cause allergic reactions
	7.4	Prevent cross-contamination between different types of food
	7.5	Use methods, times, temperatures and checks to make sure food is safe following operations
	7.6	Keep necessary records up to date
8. Know how to maintain food safety	8.1	Describe how to operate a food safety management system
	8.2	Explain the concept of hazards to food safety in catering operation
	8.3	State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level
	8.4	Describe what may happen if hazards are not controlled
	8.5	State the types of hazards that may occur in a catering operation
	8.6	Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination
	8.7	State why monitoring is important
	8.8	State the key stages in the monitoring process
	8.9	State the importance of knowing what to do when things go wrong
	8.10	State why some hazards are more important than others in terms of food safety
	8.11	State who to report to if there are food safety hazards

9. Know how to prepare, cook and hold food safely	9.1	State why it is necessary to defrost foods before cooking
	9.2	State when it is necessary to defrost food before cooking
	9.3	Describe how to safely and thoroughly defrost food before cooking
	9.4	Describe how to recognise conditions leading to safety hazards
	9.5	State what to do if any food safety hazards are discovered
	9.6	State the importance of knowing that certain foods cause allergic reactions
	9.7	Describe organisational procedures to deal with foods possible of causing allergic reactions
	9.8	State what to do if a customer asks if a particular dish is free from certain food allergens
	9.9	Describe how cross-contamination can happen between different food types
	9.10	Describe how to avoid cross-contamination between different food types
	9.11	Explain why thorough cooking and reheating methods should be used
	9.12	State cooking, reheating, temperatures and times to use for food being worked with
	9.13	Describe how to check that food is thoroughly cooked or safely reheated
	9.14	State the importance of making sure that food is at the correct temperature before

		and during holding, prior to serving it to the customer
	9.15	State the types of foods that may need to be chilled or frozen because they are not for immediate consumption
	9.16	Describe how to safely store food not for immediate consumption

Learning Outcomes- The Learner will:	**Assessment Criteria- The Learner can: The learner can:**
What you must cover	A **minimum must** be assessed by observation assessed through observing the candidate's work where stated. Evidence for the remaining points under 'what you must cover' may be assessed through questioning, witness testimony or simulation.
1. At **least four** from **clothes**	a. Trousers b. Tops/jackets c. Coats d. Disposable gloves e. Shoes f. Headgear g. Aprons
2. **At least five** from **appropriate times to wash your hands**	a. After going to the toilet or in contact with faeces b. When going into food preparation and cooking areas including after any work breaks c. After touching raw food and waste d. Before handling raw food e. After disposing of waste f. After cleaning g. Changing dressings or touching open wounds
3. **None** from **unsafe behaviour**	a. Failure to wash hands thoroughly when necessary b. Touching your face, nose or mouth, blowing your nose c. Chewing gum d. Eating e. Smoking f. Scratching

4. At least **two** from **surfaces and equipment**	a. Surfaces and utensils for preparing, cooking and holding food b. Surfaces and utensils used for displaying and serving food c. Appropriate cleaning equipment
5. At least **two** from **storage areas**	a. Ambient temperature b. Refrigerator c. Freezer
6. At least **four** from **operations**	a. Defrosting food b. Preparing food, including washing and peeling c. Cooking food d. Reheating food e. Holding food before serving f. Cooling cooked food not for immediate consumption g. Freezing cooked food not for immediate consumption
7. **None** from **hazards**	a. Bacteria and other organisms b. Chemical c. Physical d. Allergenic
Evidence requirements	The assessor **must** assess the following assessment criteria by directly observing the candidate's work: - 1.1, 1.2, 1.3 & 1.5 - 3.1, 3.2, 3.5 & 3.6 - 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.7 - 7.4, 7.5 & 7.5 The assessor may assess any other assessment criterion from Learning Outcomes 1, 3, 5 and 7 through questioning, witness testimony or simulation if no naturally occurring evidence is available. The assessor may assess any knowledge based assessment criteria via any suitable assessment method that determines knowledge and understanding.

Maintain The Health, Hygiene, Safety and Security of the Working Environment		
Unit Reference	Y/502/9569	
Level	3	
Credit Value	4	
Guided Learning (GL)	27	
Unit Summary	This unit will provide the learner with the knowledge and skills to maintain the health, hygiene, safety and security of the working environment.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.12)**	
The learner will	**The learner can**	
1. Be able to maintain the health, hygiene, safety and security of the working environment	1.1	Obtain information on the health, hygiene, safety and security procedures in own area of responsibility
	1.2	Ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility
	1.3	Inform colleagues about the importance of following health, hygiene, safety and security procedures
	1.4	Check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility
	1.5	Monitor own area of responsibility for risks to health, hygiene, safety and security
	1.6	Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff
	1.7	Follow organisational procedures when recording or reporting risks and any

		health, hygiene, safety or security action taken
	1.8	Pass on information about how health, hygiene, safety or security procedures are working
	1.9	Recommend improvements for health, hygiene, safety or security procedures
2. Understand the importance of maintaining the health, hygiene, safety and security of the working environment	2.1	Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations
	2.2	Explain the implications of breaking the law on health, hygiene and safety for- individuals- organisation
	2.3	Describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility
	2.4	Describe the organisation's health, hygiene, safety and security procedures for own area of responsibility
	2.5	Describe own responsibilities for health, hygiene, safety, and security
	2.6	Explain the importance of making sure permanent and temporary staff are aware of relevant procedures
	2.7	Explain how to communicate with colleagues on issues relating to health, hygiene, safety, and security
	2.8	Identify the person responsible in the organisation for first aid, health, hygiene, safety and security and their responsibilities
	2.9	Explain the organisation's emergency procedures

	2.10	Describe the evacuation procedures that relate to own area of responsibility
	2.11	Describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security
	2.12	Describe the procedures that should be followed when making recommendations about health, hygiene, safety and security
	2.13	Identify who to make recommendations to regarding health, hygiene, safety and security
3. Understand how to maintain the health, hygiene, safety and security of the working environment	3.1	Identify information about health, hygiene, safety and security that should be recorded and stored
	3.2	Identify other people and organisations who need to have access to information about health, hygiene, safety and security
	3.3	Identify the information on health, hygiene, safety and security that external authorities may need to access
	3.4	Identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility
	3.5	Explain how to monitor own area of responsibilities to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public
	3.6	Identify how frequently health, hygiene, safety and security inspections should be carried out
	3.7	Explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility

	3.8	Explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards
	3.9	Explain the limits of own authority when dealing with risks and hazards
	3.10	Explain the procedures to deal with faults of equipment in own area of responsibility
	3.11	Explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that may occur
	3.12	Explain the procedure to follow in the event of an emergency, including – bomb alert – fire

Optional Group B Unit Details

Prepare Fish for Complex Dishes		
Unit Reference	F/601/5479	
Level	3	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare fish for complex dishes. It covers selecting and checking fish, using appropriate tools and preparation methods, and storing prepared fish safely. Learners will also understand portion control, yields, waste reduction, nutritional value and healthy eating options.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.13)**	
The learner will	**The learner can**	
1. Be able to prepare fish for complex dishes	1.1	Select the type and quantity of fish needed for the dish
	1.2	Check the fish to make sure it meets quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the fish to maintain its quality and meet the requirements of the dish
	1.5	Safely store any prepared fish not for immediate use
2. Understand how to prepare fish for complex dishes	2.1	State the approximate yields of prepared fish
	2.2	Explain how to control portions to minimise waste

	2.3	Describe the suitable cuts for each type of fish
	2.4	Describe the main characteristics of each type of fish
	2.5	State nutritional values for each type of fish
	2.6	Explain preparation methods for different complex fish dishes
	2.7	Explain how to select the correct type, quality and quantity of fish to meet dish requirements
	2.8	Describe what quality points to look for in fresh fish
	2.9	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.10	Describe what to do if there are any problems with the fish or other ingredients
	2.11	Describe how to carry out different preparation methods
	2.12	Describe how to store prepared fish
	2.13	State healthy eating options when preparing fish for complex dishes

Learning Outcomes - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare fish for complex dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for:

	> at least **three** from **fish** a) white fish - round b) white fish - flat c) oily > at least **seven** from **prepare by**, which must include at least **four** from **cutting** a) gutting b) filleting c) cutting i. darne ii. goujons iii. plait iv. paupiette v. supreme vi. tronçon d) trimming e) skinning f) marinading g) coating h) topping (for example with herb crust) i) covering (for example, en croûte) Evidence for the remaining points assessment criteria may be assessed through questioning or witness testimony.

Prepare Meat for Complex Dishes		
Unit Reference	H/601/5488	
Level	3	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare meat for complex dishes. It covers selecting suitable types and cuts of meat, checking quality, using appropriate tools and preparation methods, and storing prepared meat safely. Learners will also understand portion control, yields, the use of by-products, waste reduction and healthy eating options.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.12)**	
The learner will	**The learner can**	
1. Be able to prepare meat for complex dishes	1.1	Select the type, cut and quantity of meat needed for the dish
	1.2	Check the meat to make sure it meets quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the meat to maintain its quality and meet the requirements of the dish
	1.5	Safely store any prepared meat not for immediate use
2. Understand how to prepare meat for complex dishes	2.1	Explain how to select the correct type, cut and quality and quantity of meat to meet dish requirements
	2.2	Describe what quality points to look for in fresh meat

	2.3	Describe what to do if there are any problems with the meat or other ingredients
	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.5	Explain how to carry out different preparation methods
	2.6	Explain how to control portions and minimise waste
	2.7	Describe the approximate yields of prepared meat and how to make use of by-products
	2.8	Describe the main characteristics of the different types of meat dishes
	2.9	Describe the current trends in relation to preparing meat dishes for cooking
	2.10	State the nutritional value of meat
	2.11	Describe how to store prepared meat
	2.12	State healthy eating options when preparing meat for complex dishes

Learning Outcomes - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare meat for complex dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, and 1.5 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: > **both** from **meat** a) red meat b) white meat

	> at least **six** from **prepare by** a) boning b) trimming c) rolling d) tenderising e) chining f) tying g) larding/barding h) portioning by weight i) portioning for dish j) slicing k) mincing l) seasoning/marinading Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare Poultry for Complex Dishes		
Unit Reference	A/601/5495	
Level	3	
Credit Value	3	
Guided Learning (GL)	23	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare poultry for complex dishes. It covers selecting and checking poultry, using appropriate tools and preparation methods, and storing prepared poultry safely. Learners will also understand portion control, yields, waste reduction, nutritional value and healthy eating options.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.11)**	
The learner will	**The learner can**	
1. Be able to prepare poultry for complex dishes	1.1	Select the type and quantity of poultry needed for the dish
	1.2	Check the poultry to make sure it meets quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the poultry to maintain its quality and meet the requirements of the dish
	1.5	Safely store any prepared poultry not for immediate use
2. Understand how to prepare poultry for complex dishes	2.1	Explain how to select the correct type, quality and quantity of poultry to meet dish requirements
	2.2	Describe what quality points to look for in fresh poultry

	2.3	Describe what to do if there are any problems with the poultry or other ingredients
	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.5	Explain how to carry out different preparation methods
	2.6	Explain how to control portions and minimise waste
	2.7	State the approximate yields of prepared poultry
	2.8	Describe the main characteristics of the different types of poultry dishes
	2.9	State the nutritional value of poultry
	2.10	Explain how to store prepared poultry
	2.11	State healthy eating options when preparing poultry for complex dishes

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare poultry for complex dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: > at least **three** from **poultry** a) duck b) guinea fowl c) goose d) chicken e) turkey

	> at least **seven** from **prepare by** a) checking and preparing the cavity b) boning c) seasoning d) marinading e) trimming f) cutting g) ballottine h) blending i) sieving j) stuffing/filling k) tying/trussing Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook and Finish Complex Fish Dishes		
Unit Reference	H/601/5507	
Level	3	
Credit Value	4	
Guided Learning (GL)	38	
Unit Summary	This unit provides the learner with the knowledge and skills to cook and finish complex fish dishes. It covers selecting quality ingredients, combining fish with other ingredients, and using appropriate cooking methods to achieve the required flavour, colour, consistency and quantity. Learners will also understand garnishing and presentation, correcting common faults, healthy eating options, and safe holding, serving and storage.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.6)**	
The learner will	**The learner can**	
1. Be able to cook complex fish dishes	1.1	Select type and quantity of fish needed for dish
	1.2	Check the fish meets quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine fish with other ingredients
	1.5	Cook fish to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
2. Understand how to cook complex fish dishes	2.1	Explain how to select the correct type, quality and quantity of fish to meet dish requirements

	2.2	State what quality points you should look for in fish
	2.3	Describe what to do if there are any problems with the fish or other ingredients
	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
	2.5	Explain how to combine fish with other ingredients to create a complex and balanced dish
	2.6	Explain how to carry out different cooking methods according to dish requirements
	2.7	State the correct temperature for cooking fish
	2.8	Describe the current trends and methodologies in relation to cooking complex dish dishes
	2.9	State healthy eating options when cooking and finishing complex fish dishes
3. Be able to finish complex fish dishes	3.1	Garnish and present the dish to meet requirements
	3.2	Make sure the dish is at the correct temperature for holding and serving
	3.3	Safely store cooked fish not for immediate use
4. Understand how to finish complex fish dishes	4.1	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex fish dishes
	4.2	Explain how to minimise and correct common faults in complex fish dishes
	4.3	Explain how to adjust the flavour, consistency and colour of complex fish dishes

	4.4	Describe the current trends and methodologies in relation to finishing complex fish dishes
	4.5	State the correct temperature for holding and serving complex fish dishes
	4.6	Describe how to store complex fish dishes

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to cook complex fish dishes 3. Be able to finish complex fish dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work. For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the candidate's work for: > at least **two** from **fish** a) white fish – round b) white fish – flat c) oily > at least **five** from **cooking** by a) frying (i) deep (ii) shallow b) grilling c) en papillotte d) baking e) steaming f) poaching (i) deep (ii) shallow

	g) combining cooking methods > at least **two** from **finishing** by a) coating with a sauce b) dressing c) garnishing Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook and Finish Complex Meat Dishes		
Unit Reference	M/601/5557	
Level	3	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	This unit provides the learner with the knowledge and skills to cook and finish complex meat dishes. It covers selecting suitable meat and other ingredients, using appropriate tools and cooking methods, and checking that meat is cooked correctly. Learners will also understand how to balance and adjust dishes, correct common faults, garnish and present finished dishes, and maintain safe holding, serving and storage conditions.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Be able to cook complex meat dishes	1.1	Select type, cut and quantity of meat and other ingredients needed for dish
	1.2	Check the meat meets quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine meat with other ingredients
	1.5	Cook meat to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
2. Understand how to cook complex meat dishes	2.1	Explain how to select the correct type, quality and quantity of meat to meet dish requirements

	2.2	State what quality points to look for in red meat
	2.3	State what quality points you should look for in white meat
	2.4	Describe what to do if there are any problems with the meat or other ingredients
	2.5	Describe the correct tool and equipment and the reasons for using them when carrying out different cooking methods
	2.6	Explain how to combine meat with other ingredients to create a complex and balanced dish
	2.7	Explain how to carry out different cooking methods according to dish requirements
	2.8	State the correct temperature for cooking read and white meat
	2.9	Explain how to check that the meat is cooked correctly
	2.10	State healthy eating options when cooking and finishing meat dishes
3. Be able to finish complex meat dishes	3.1	Garnish and present dish to meet requirements
	3.2	Make sure the dish is at correct temperature for holding and serving
	3.3	Safely store cooked meat not for immediate use
4. Understand how to finish complex meat dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex meat dishes
	4.2	Explain how to minimise and correct common faults in complex dishes

	4.3	Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex meat dishes
	4.4	State the correct temperature for holding and serving complex meat dishes
	4.5	Describe how to store complex meat dishes

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to cook complex meat dishes 3. Be able to finish complex meat dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work. For assessment criteria 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criteria 3.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > **both** from **meat** a) red b) white > at least **four** from **cooking by** a) grilling (over fire and under fire) b) frying (i) deep (ii) shallow (iii) stir c) boiling d) braising e) steaming

	f) stewing g) roasting h) pot roasting i) sous Vide j) combining cooking methods Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook and Finish Complex Poultry Dishes		
Unit Reference	M/601/5560	
Level	3	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	This unit provides the learner with the knowledge and skills to cook and finish complex poultry dishes. It covers selecting quality poultry and other ingredients, using appropriate tools and cooking methods, and checking that poultry is cooked correctly. Learners will also understand how to adjust dishes, correct common faults, garnish and present finished dishes, and maintain safe holding, serving and storage conditions.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Be able to cook complex poultry dishes	1.1	Select type and quantity of poultry needed for the dish
	1.2	Check the poultry meets quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine poultry with other ingredients
	1.5	Cook poultry to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
2. Understand how to cook complex poultry dishes	2.1	Explain how to select the correct type, quality and quantity of poultry to meet dish requirements

	2.2	State what quality points to look for in poultry
	2.3	Describe what to do if there are any problems with the poultry or other ingredients
	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
	2.5	Explain how to combine poultry with other ingredients to create a complex and balanced dish
	2.6	Explain how to carry out different cooking methods appropriate to each type of poultry
	2.7	State the correct temperature for cooking poultry
	2.8	Explain how to check that the poultry is cooked to the correct extent
	2.9	State healthy eating options when cooking and finishing complex poultry dishes
3. Be able to finish complex poultry dishes	3.1	Garnish and present dish to meet requirements
	3.2	Make sure the dish is at correct temperature for holding and serving
	3.3	Safely store any cooked poultry not for immediate use
4. Understand how to finish complex poultry dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex poultry dishes
	4.2	Explain how to minimise and correct common faults in complex poultry dishes

	4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex poultry dishes
	4.4	State the correct temperature for holding and serving complex poultry dishes
	4.5	Describe how to store complex poultry dishes

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to cook complex poultry dishes 3. Be able to finish complex poultry dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work. For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **three** from **poultry** a) duck b) guinea fowl c) goose d) chicken e) turkey > at least **five** from **cooking by** a) grilling/griddling b) sautéing c) roasting d) combination e) poaching

	f) pot roasting g) frying (i) stir (ii) deep (iii) shallow Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook and Finish Complex Vegetable Dishes		
Unit Reference	M/601/5591	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge and skills to cook and finish complex vegetable dishes. It covers selecting and preparing ingredients, using appropriate cooking methods, and achieving the required flavour, colour, consistency and quantity while retaining nutritional content. Learners will also understand finishing techniques, correcting common faults, healthy eating options, and safe holding, serving and storage.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Be able to cook complex vegetable dishes	1.1	Select the type and quantity of ingredients needed for the dish
	1.2	Accurately weigh ingredients required
	1.3	Check the ingredients to make sure they meet quality standards
	1.4	Choose and use tools and equipment correctly
	1.5	Prepare the ingredients to meet dish requirements
2. Understand how to cook complex vegetable dishes	2.1	Explain how to select the correct type, quality and quantity of vegetables to meet dish requirements
	2.2	State what quality points to look for in vegetables

	2.3	Describe what to do if there are any problems with the vegetables or other ingredients
	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
	2.5	Explain how to combine vegetables with other ingredients to create a complex and balanced dish
	2.6	Explain how to carry out different cooking methods according to dish requirements
	2.7	State the correct temperature for cooking vegetables
	2.8	Describe what cooking methods are appropriate to each type of complex vegetable dishes during cooking
	2.9	Describe how to maximise and retain nutritional content of complex vegetable dishes during cooking
	2.10	Describe how to minimise and correct common faults in complex vegetable dishes
	2.11	State healthy eating options when cooking and finishing complex vegetables dishes
3. Be able to finish complex vegetables dishes	3.1	Finish the dish to meet requirements
	3.2	Make sure the dish is at correct temperature for holding and serving
	3.3	Safely store any cooked items not for immediate use
4. Understand how to finish complex vegetable dishes	4.1	Explain how to carry out different finishing methods

	4.2	Explain how to adjust the flavour, consistency and colour of complex vegetables dishes
	4.3	State the correct temperature for holding and serving complex vegetables dishes
	4.4	Describe how to store complex vegetables dishes

Prepare, Cook and Finish Complex Hot Sauces		
Unit Reference	A/601/5657	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and finish complex hot sauces. It covers selecting quality ingredients, using appropriate tools and methods, and achieving sauces with the required flavour, colour, consistency and quantity. Learners will also understand how to balance sauces with dishes, correct common faults, present finished sauces, and maintain safe holding, serving and storage conditions.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.8)**	
The learner will	**The learner can**	
1. Be able to prepare complex hot sauces	1.1	Select the type and quantity of ingredients needed for the sauce
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the sauce to meet requirements
2. Understand how to prepare complex hot sauces	2.1	Explain how to select correct type, quality and quantity of ingredients to meet sauce requirements
	2.2	Describe what quality points to look for in sauce ingredients
	2.3	Explain what to do if there is a problem with the ingredients

	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
3. Be able to cook complex hot sauces	3.1	Combine the ingredients according to dish requirements
	3.2	Cook the sauce to meet requirements
	3.3	Make sure the sauce has the correct flavour, colour, consistency and quantity
4. Understand how to cook complex hot sauces	4.1	Describe how to carry out different cooking methods
	4.2	State the correct temperature for cooking sauces
	4.3	Explain how to identify when sauces have the correct colour, flavour, consistency and quantity
	4.4	State healthy eating options when preparing, cooking and finishing complex hot sauces
5. Be able to finish complex hot sauces	5.1	Present the sauce to meet requirements
	5.2	Make sure the dish is at correct temperature for holding and serving
	5.3	Safely store any cooked sauce not for immediate use
6. Understand how to finish complex hot sauces	6.1	Describe how to finish and present complex sauces
	6.2	Explain how to minimise and correct common faults in complex sauces, stocks, gravies and glazes
	6.3	Describe how to adjust the taste and flavour of complex sauces, stocks, gravies and glazes

	6.4	Describe how to balance the flavour, texture, colour, consistency and quality of final dish with sauce
	6.5	State the appropriate accompaniments and garnishes for different complex sauces
	6.6	Describe the quality points relating to complex sauces
	6.7	State the correct temperature for holding and serving sauces
	6.8	Describe how to store cooked sauces

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare complex hot sauces 3. Be able to cook complex hot sauces 5. Be able to finish complex hot sauces	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3 and 5.1 by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criteria 5.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > **all** from **preparation and cooking methods** a) weighing/measuring b) chopping c) simmering d) reducing e) boiling f) make roux

	g) passing/straining/blending h) skimming i) whisking Learners must demonstrate through performance that they can make the following **sauces**: a) compound butter sauce b) derivatives of white and brown sauce c) emulsified sauces d) cream thickened sauce

Prepare, Cook and Finish Dressings and Cold Sauces		
Unit Reference	K/601/5704	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and finish dressings and cold sauces. It covers selecting quality ingredients, using appropriate tools and preparation and cooking methods, and achieving the required flavour, colour, consistency and quantity. Learners will also understand finishing and presentation, adjusting taste and flavour, healthy eating options, and safe holding, serving and storage.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.5)**	
The learner will	**The learner can**	
1. Be able to prepare dressings and cold sauces	1.1	Select the type and quantity of ingredients needed for the sauce
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the dressings/sauce to meet requirements
2. Understand how to prepare dressings and cold sauces	2.1	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements
	2.2	Describe what quality points to look for in dressings/sauce ingredients

	2.3	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.4	Describe how to carry out different preparation methods according to dish requirements
3. Be able to cook dressings and cold sauces	3.1	Cook the dressings and sauce to meet requirements
	3.2	Make sure the dressing and sauce has the correct flavour, colour, consistency and quantity
4. Understand how to cook dressings and cold sauce	4.1	Describe how to carry out different cooking methods
	4.2	State the correct temperature for cooking dressings/sauces
	4.3	Explain how to identify when dressings/sauces have the correct colour, flavour, consistency and quantity
	4.4	State healthy eating options when preparing, cooking and finishing dressings and cold sauces
5. Be able to finish dressings and cold sauces	5.1	Finish the dressing and sauce to meet requirements
	5.2	Make sure the dish is at correct temperature for holding and serving
	5.3	Safely store any cooked dressings and sauce not for immediate use
6. Understand how to finish dressings and cold sauces	6.1	Describe how to present cooked dressings/ sauces
	6.2	Explain how to adjust the taste and flavour of dressings and cold sauces

	6.3	Describe the appropriate accompaniments and garnishes for different dressings and cold sauces
	6.4	Describe the quality points relating to dressings and cod cold sauces
	6.5	Describe how to store dressings and cold sauces

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare dressings and cold sauces 3. Be able to cook dressings and cold sauces 5. Be able to finish dressings and cold sauces	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work. The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **eight** from **preparation and cooking methods** a) weighing and measuring b) boiling c) simmering d) reducing e) chopping f) whisking g) blanching h) sieving/stirring i) liquidising/blending j) emulsifying k) processing Candidates must demonstrate through performance that they can make at least **five** of the following sauces: a) derivative of mayonnaise b) coulis c) egg and oil emulsion

	d) flavoured oil-based dressing e) sour cream/yoghurt based f) fruit/vegetable thickened – e.g. dips Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare Shellfish for Complex Dishes		
Unit Reference	R/601/5485	
Level	3	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare shellfish for complex dishes. It covers selecting and checking shellfish, recognising live shellfish, using appropriate tools and preparation methods, and storing prepared shellfish safely. Learners will also understand portion control, yields, waste reduction and healthy eating options.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.11)**	
The learner will	**The learner can**	
1. Be able to prepare shellfish for complex dishes	1.1	Select the type and quantity of shellfish needed for the dish
	1.2	Check the shellfish to make sure it meets quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the shellfish to maintain its quality and meet the requirements of the dish
	1.5	Safely store any prepared shellfish not for immediate use
2. Understand how to prepare shellfish for complex dishes	2.1	Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements
	2.2	Describe what quality points to look for in fresh shellfish

	2.3	Describe how to detect live shellfish
	2.4	Describe what to do if there are any problems with the shellfish
	2.5	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.6	Explain how to carry out different preparation methods
	2.7	Explain how to control portions and minimise waste
	2.8	State the approximate yields of prepared shellfish
	2.9	Explain the most suitable preparation methods for each type of shellfish
	2.10	Explain how to store prepared shellfish
	2.11	State healthy eating options when preparing shellfish for complex dishes

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare shellfish for complex dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: > at least **five** from **shellfish** a) oysters b) crabs c) prawns/shrimps d) langoustines e) lobsters/crawfish f) crayfish g) scampi/Dublin Bay prawns h) mussels

	i) scallops j) cockles/clams > at least **four** from **prepare by** a) trimming b) shelling c) washing d) marinading e) coating f) blending g) cutting Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook and Finish Complex Shellfish Dishes		
Unit Reference	K/601/5556	
Level	3	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	This unit provides the learner with the knowledge and skills to cook and finish complex shellfish dishes. It covers selecting quality shellfish and other ingredients, using appropriate tools and cooking methods, and achieving the required flavour, colour, consistency and quantity. Learners will also understand garnishing and presentation, correcting common faults, healthy eating options, and safe holding, serving and storage.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Be able to cook complex shellfish dishes	1.1	Select type and quantity of shellfish needed for dish
	1.2	Check the shellfish to meet quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine shellfish with other ingredients
	1.5	Cook shellfish to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
2. Understand how to cook complex shellfish dishes	2.1	Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements

	2.2	State what quality points to look for in shellfish
	2.3	Describe what to do if there are any problems with the shellfish or other ingredients
	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
	2.5	Explain how to combine shellfish with other ingredients to create a complex and balanced dish
	2.6	Explain how to carry out different cooking methods according to dish requirements
	2.7	State the correct temperature for cooking shellfish
	2.8	State healthy eating options when cooking and finishing complex shellfish dishes
3. Be able to finish complex shellfish dishes	3.1	Garnish and present dish to meet requirements
	3.2	Make sure the dish is at the correct temperature for holding and serving
	3.3	Safely store cooked shellfish not for immediate use
4. Understand how to finish complex shellfish dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex shellfish dishes
	4.2	Explain how to minimise and correct common faults in complex shellfish dishes
	4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex shellfish dishes
	4.4	State the correct temperature for holding and serving complex shellfish dishes

	4.5	Describe how to store complex shellfish dishes

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to cook complex shellfish dishes 3. Be able to finish complex shellfish dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work. For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **five** from **shellfish** a) oysters b) prawns/shrimps c) langoustines d) lobster/crawfish e) crayfish f) scamp/Dublin Bay prawns g) mussels h) scallops i) crabs j) cockles (fresh)/clams > at least **five** from **cooking by** a) boiling b) steaming c) sautéing d) grilling e) baking f) frying (i) deep (ii) shallow g) stewing

	h) en papillotte i) combining cooking methods Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook and Finish Complex Game Dishes		
Unit Reference	A/601/5562	
Level	3	
Credit Value	4	
Guided Learning (GL)	36	
Unit Summary	This unit provides the learner with the knowledge and skills to cook and finish complex game dishes. It covers selecting quality game and other ingredients, choosing cooking methods appropriate to the type of game, and achieving the required degree of cooking and finished dish quality. Learners will also understand garnishing and presentation, correcting common faults, healthy eating options, and safe holding, serving and storage.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Be able to cook complex game dishes	1.1	Select type and quantity of game needed for the dish
	1.2	Check the game meets quality standards
	1.3	Choose and use tools and equipment correctly
	1.4	Combine game with other ingredients
	1.5	Cook game to meet requirements of the dish
	1.6	Make sure the dish has the correct flavour, colour, consistency and quantity
2. Understand how to cook game dishes	2.1	Explain how to select the correct type, quality and quantity of game to meet dish requirements

	2.2	State what quality points to look for in game
	2.3	Describe what to do if there are any problems with the game or other ingredients
	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods
	2.5	Explain how to combine game with other ingredients to create a complex and balanced dish
	2.6	Explain how to carry out different cooking methods appropriate to each type of game
	2.7	State the correct temperature for cooking game
	2.8	Describe current trends in relation to game dishes
	2.9	Describe which cooking methods are appropriate to each type of game
	2.10	State the appropriate degree of cooking required for each type of complex game dishes
	2.11	State healthy eating options when cooking and finishing complex game dishes
3. Be able to finish complex game dishes	3.1	Garnish and present dish to meet requirements
	3.2	Make sure the dish is at correct temperature for holding and serving
	3.3	Safely store cooked game not for immediate use

4. Understand how to finish complex game dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex game dishes
	4.2	Explain how to minimise and correct common faults in complex game dishes
	4.3	Describe appropriate garnishes, dressings, sauces, and glazes for a range of complex game dishes
	4.4	State the correct temperature for holding and serving complex game dishes
	4.5	Describe how to store complex game dishes

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to cook complex game dishes 3. Be able to finish complex game dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work. For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **two** from **game** a) furred b) feathered > at least **three** from **cooking by** a) sautéing

	b) roasting c) pot roasting d) braising e) stewing f) combining cooking methods Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Cook and Finish Complex Soups		
Unit Reference	F/601/5661	
Level	3	
Credit Value	4	
Guided Learning (GL)	29	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and finish complex soups. It covers selecting and checking ingredients, using appropriate tools and methods, and achieving the required flavour, colour, consistency and quantity. Learners will also understand finishing and presentation, correcting common faults, healthy eating options, and safe holding, serving and storage.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.6)**	
The learner will	**The learner can**	
1. Be able to prepare complex soups	1.1	Select the type and quantity of ingredients needed for the soup
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Combine the ingredients ready for cooking
	1.5	Prepare the soup to meet requirements
2. Understand how to prepare complex soups	2.1	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements
	2.2	Describe quality points to look for in soup ingredients
	2.3	Describe what to do if there is a problem with the ingredients

	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.5	Explain how to carry out different preparation methods according to dish requirements
3. Be able to cook complex soups	3.1	Cook the soup to meet requirements
	3.2	Make sure the soup has the correct flavour, colour, consistency and quantity
4. Understand how to cook complex soups	4.1	Describe how to carry out different cooking methods
	4.2	State the correct temperature for cooking soups
	4.3	Explain how to identify when soups have the correct colour, flavour, consistency and quantity
	4.4	Describe how to cook different complex soups
	4.5	State healthy eating options when preparing, cooking and finishing complex soups
5. Be able to finish complex soups	5.1	Finish and present the soup to meet requirements
	5.2	Make sure the dish is at correct temperature for holding and serving
	5.3	Safely store any cooked soup not for immediate use
6. Understand how to finish complex soups	6.1	Describe how to follow different finishing methods
	6.2	Explain how to minimise and correct common faults in complex soups

	6.3	Describe how to adjust the taste and flavour of complex soups
	6.4	State the correct temperature for holding and serving complex soups
	6.5	Describe how to store soups
	6.6	Explain how to finish different complex soups

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare complex soups 3. Be able to cook complex soups 5. Be able to finish complex soups	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1 and 3.2 by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **nine** from **preparation, cooking and finishing methods** a) weighing/measuring b) chopping c) simmering d) clarifying e) boiling f) whisking g) passing/straining h) skimming i) chilling j) liaison with garnish

	Candidates must demonstrate through performance that they can make the following **soups**: a) consommé b) bisque c) cold soup d) velouté Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Cook and Finish Fresh Pasta Dishes		
Unit Reference	R/601/5664	
Level	3	
Credit Value	4	
Guided Learning (GL)	29	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and finish fresh pasta dishes. It covers selecting quality ingredients, preparing fresh pasta, and using appropriate cooking methods to achieve the required dish quality. Learners will also understand finishing and presentation, correcting common faults, healthy eating options, and safe holding, serving and storage.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.5)**	
The learner will	**The learner can**	
1. Be able to prepare fresh pasta dishes	1.1	Select the type and quantity of pasta needed for the dish
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the fresh pasta and other ingredients to meet dish requirements
2. Understand how to prepare fresh pasta dishes	2.1	Explain how to select correct type, quality and quantity of pasta to meet dish requirements
	2.2	Describe what quality points to look for in pasta and other ingredients
	2.3	Describe what to do if there is a problem with the pasta and other ingredients

	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.5	Explain how to carry out different preparation methods according to dish requirements
3. Be able to cook fresh pasta dishes	3.1	Cook the pasta and other ingredients to meet dish requirements
	3.2	Make sure the dish has the correct flavour, colour, consistency and quantity
	3.3	State healthy eating options when preparing, cooking and finishing complex pasta dishes
4. Understand how to cook fresh pasta dishes	4.1	Describe how to carry out different cooking methods
	4.2	Explain how to identify when freshly made pasta has the correct qualities
	4.3	State the correct temperature for cooking complex pasta dishes
	4.4	Explain how to identify when fresh pasta has the correct qualities
5. Be able to finish basic pasta dishes	5.1	Present the dish to meet requirements
	5.2	Make sure the dish is at correct temperature for holding and serving
	5.3	Safely store any cooked pasta not for immediate use
6. Understand how to finish fresh pasta dishes	6.1	Describe how to follow different finishing methods
	6.2	Explain how to minimise and correct common faults with fresh pasta dishes

	6.3	Explain how to identify when fresh pasta dishes have the correct flavour, texture and quantity
	6.4	State the correct temperature for holding and serving complex pasta dishes
	6.5	Describe how to store complex pasta dishes

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare fresh pasta dishes 3. Be able to cook fresh pasta dishes 5. Be able to finish fresh pasta dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3 and 5.1 by directly observing the learner's work. For assessment criteria 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criteria 5.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > **both** from **pasta** a) filled pasta b) unfilled pasta > **all** from **preparation and cooking methods** a) weighing/measuring b) sieving c) pulling/kneading d) resting e) rolling f) portioning g) boiling

	h) baking i) combining cooking methods Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Cook and Finish Complex Bread and Dough Products		
Unit Reference	D/601/5666	
Level	3	
Credit Value	4	
Guided Learning (GL)	27	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and finish complex bread and dough products. It covers selecting ingredients, using appropriate tools and preparation and cooking methods, and understanding the effects of temperature and humidity on fermented dough. Learners will also understand portion control, waste reduction, correcting common faults, and presenting and storing finished products.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Be able to prepare bread and dough products	1.1	Select the type and quantity of ingredients needed for the product
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the ingredients to meet dish requirements
2. Understand how to prepare bread and dough products	2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements
	2.2	Describe what to do if there is a problem with the ingredients

	2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.4	Describe how to carry out different preparation methods according to product requirements
	2.5	Describe the quality points relating to prepared fermented dough products
	2.6	Explain how to control portion and minimise waste
	2.7	State the effects of different temperatures and humidity on the ingredients used
	2.8	Explain the processing methods appropriate to each type of fermented dough products
3. Be able to cook bread and dough products	3.1	Cook the ingredients to meet requirements
	3.2	Identify how to carry out different cooking methods according to product requirements
4. Be able to finish bread and dough products	4.1	Make sure the bread and dough product has the correct colour, texture and finish
	4.2	Present the bread and dough to meet requirements
	4.3	Make sure the bread and dough product is at correct temperature for holding and serving
	4.4	Safely store any cooked bread and dough product not for immediate use
5. Understand how to finish bread and dough products	5.1	Describe the ideal storage and holding conditions for processed dough products
	5.2	Explain what precautions should be taken when storing dough products

	5.3	Explain how to minimise and correct common faults in complex bread and dough products
	5.4	Describe the quality points relating to finished dough products

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare bread and dough products 3. Be able to cook bread and dough products 5. Be able to finish bread and dough products	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1 and 4.2 by directly observing the learner's work. For assessment criterion 4.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 4.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > **all** from **bread and dough** a) enriched dough b) laminated dough c) bread dough > at least **nine** from **preparation and cooking methods** a) weighing/measuring b) sieving c) mixing/kneading d) proving e) knocking back f) shaping g) laminating h) folding i) baking

	j) frying Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Cook and Finish Complex Cakes, Sponges, Biscuits and Scones		
Unit Reference	H/601/5670	
Level	3	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and finish complex cakes, sponges, biscuits and scones. It covers selecting ingredients, using appropriate preparation and aeration methods, and controlling cooking to achieve the required flavour, colour and texture. Learners will also understand finishing and presentation, portion control, waste reduction, correcting common faults, healthy eating options and safe storage.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.2)**	
The learner will	**The learner can**	
1. Be able to prepare complex cakes, sponges, biscuits and scones	1.1	Select the type and quantity of ingredients needed for the dish
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the product to meet requirements
2. Understand how to prepare complex cakes, sponges, biscuits and scones	2.1	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements
	2.2	Describe what quality points to look for in the ingredients
	2.3	Describe what to do if there is a problem with the ingredients

	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.5	Explain the effects various preparation and aeration methods on different complex cake, sponge, biscuit and scone products
	2.6	Explain how the choice of flour and fat preparations relate to the end product
	2.7	Explain what preparation methods are appropriate to each type of complex cake, sponge, biscuit and scone products
	2.8	Describe how to carry out the necessary preparation methods according to product requirements
3. Be able to cook complex cakes, sponges, biscuits and scones	3.1	Cook the product to meet requirements
	3.2	Make sure the dish has the correct flavour, colour, consistency and quantity
4. Understand how to cook complex cakes, sponges, biscuits and scones	4.1	Describe how to carry out the necessary cooking methods according to product requirements
	4.2	State the correct temperature for cooking each type of complex cake, sponge, biscuit and scone product
	4.3	Explain how to identify when cake, sponge, biscuit and scone product have the correct colour, flavour, texture and quantity
	4.4	State healthy eating options when preparing, cooking complex cake, sponge, biscuit and scone products
5. Be able to finish complex cakes, sponges, biscuits and scones	5.1	Finish the product to meet requirements
	5.2	Present the product to meet requirements

	5.3 5.4	Make sure the product is at correct temperature for holding and serving Safely store any cooked product not for immediate use
6. Understand how to finish complex cakes, sponges, biscuits and scones	6.1 6.2	Explain how to minimise and correct common faults with complex cake, sponge, biscuit and scone products Explain how to control portions and minimise waste

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare complex cakes, sponges, biscuits and scones 3. Be able to cook complex cakes, sponges, biscuits and scones 5. Be able to finish complex cakes, sponges, biscuits and scones	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work. For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **fifteen** from **preparation, cooking and finishing methods** a) weighing/measuring b) creaming/beating c) whisking d) folding e) rubbing in f) greasing g) glazing h) portioning i) piping

	j) shaping k) filling l) rolling m) lining n) trimming/icing o) spreading/smoothing p) kneading q) proving r) dusting/dredging/sprinkling s) mixing t) stacking u) coating v) slicing w) baking Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Cook and Finish Complex Pastry Products		
Unit Reference	M/601/5672	
Level	3	
Credit Value	3	
Guided Learning (GL)	29	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and finish complex pastry products. It covers selecting and accurately weighing ingredients, using appropriate tools and methods, and achieving the required flavour, colour, consistency and finish. Learners will also understand presentation, correcting common faults, healthy eating options, and safe holding, serving and storage.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.2)**	
The learner will	**The learner can**	
1. Be able to prepare complex pastry products	1.1	Select the type and quantity of ingredients needed for the dish
	1.2	Accurately weigh ingredients required
	1.3	Check the ingredients to make sure they meet quality standards
	1.4	Choose and use tools and equipment correctly
	1.5	Prepare the ingredients to meet dish requirements
2. Understand how to prepare complex pastry products	2.1	State how to store raw ingredients before preparation and cooking
	2.2	Describe how to select the correct type, quality and quantity of ingredients to meet product requirements

	2.3	Describe what to do if there is a problem with the ingredients
	2.4	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.5	Explain how to carry out different preparation methods according to recipe requirements
3. Be able to cook complex pastry products	3.1	Cook ingredients to meet dish requirements
	3.2	Make sure the pastry product has the correct flavour, colour, consistency and quantity
4. Understand how to cook complex pastry products	4.1	Describe how to carry out different cooking methods according to recipe requirements
	4.2	State the correct temperature for cooking each type of complex pastry products
	4.3	Describe how to identify when pastry products have the correct colour, flavour, consistency and finish
	4.4	Explain how the use of different ingredients can affect the flavour of pastry
	4.5	State healthy eating options when preparing, cooking and finishing complex pastry products
5. Be able to finish complex pastry products	5.1	Present the pastry product to meet requirements
	5.2	Make sure the pastry product is at correct temperature for holding and serving
	5.3	Safely store any cooked pastry product not for immediate use

6. Understand how to finish complex pastry products	6.1 6.2	Describe how to minimise and correct common faults with complex pastry products Explain how to store complex pastry products

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare complex pastry products 3. Be able to cook complex pastry products 5. Be able to finish pastry products	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work. The assessor may assess assessment criteria 5.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **six** from **pastry products** a) short b) sweet c) suet d) choux e) puff/flaky f) sable g) convenience h) hot water paste > at least **twelve** from **preparation and cooking methods** a) weighing/measuring b) sifting c) rubbing in d) creaming e) kneading f) resting g) aerating h) conditioning/chilling i) piping j) laminating k) rolling l) folding m) lining/moulding

	n) trimming o) baking p) combining cooking methods Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Process and Finish Complex Chocolate Products		
Unit Reference	T/601/5673	
Level	3	
Credit Value	5	
Guided Learning (GL)	42	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, process and finish complex chocolate products. It covers selecting quality ingredients, using appropriate tools and processing methods, and understanding the use and tempering of couverture. Learners will also understand how to recognise and correct common faults, decorate and present products, consider healthy eating options and store finished chocolate products safely.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Be able to prepare complex chocolate products	1.1	Select the type and quantity of ingredients needed for product
	1.2	Check the ingredients to make sure they meet quality requirements
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the ingredients to meet dish requirements
2. Understand how to prepare complex chocolate products	2.1	Explain how to select the correct type, quality and quantity of ingredients to meet product requirements
	2.2	Describe what to do if there is a problem with the ingredients

	2.3	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods
3. Be able to process complex chocolate products	3.1	Process ingredients to meet dish requirements
	3.2	Make sure the chocolate products have the correct flavour, colour, texture and quantity
4. Understand how to process complex chocolate products	4.1	Explain how to carry out different processing methods according to product requirements
	4.2	Describe how to identify when chocolate products have the correct colour, flavour, texture and quantity
	4.3	State when couverture can be used and how it can be tempered
	4.4	Describe what common faults can occur with chocolate products
	4.5	State healthy eating options when dealing with complex chocolate products
5. Be able to finish complex chocolate products	5.1	Decorate and present the chocolate product to meet requirements
	5.2	Safely store any processed chocolate product not for immediate use
6. Understand how to finish complex chocolate products	6.1	Describe how to correct the product to achieve requirements
	6.2	Describe what items can be used to decorate chocolate products
	6.3	Describe the current trends in relation to chocolate products
	6.4	Explain how to store complex chocolate products

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare complex chocolate products 3. Be able to cook complex chocolate products 5. Be able to finish complex products	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: > **all** from **chocolate** a) plain chocolate b) white chocolate c) milk chocolate > at least **eight** from **preparation and processing methods** a) rolling b) mixing c) drying d) manipulating e) blending colour and flavour f) cutting g) spreading h) melting i) tempering j) modelling Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Process and Finish Marzipan, Pastillage and Sugar Products		
Unit Reference	J/601/5676	
Level	3	
Credit Value	5	
Guided Learning (GL)	42	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, process and finish marzipan, pastillage and sugar products. It covers selecting ingredients, using appropriate tools and processing methods, and controlling cooking times and temperatures to achieve the required colour, flavour, texture and quantity. Learners will also understand how to identify and correct common faults, decorate and present products, consider healthy eating options and store finished products safely.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.5)**	
The learner will	**The learner can**	
1. Be able to prepare marzipan, pastillage and sugar products	1.1	Select the type and quantity of ingredients needed for the product
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the ingredients to meet dish requirements
2. Understand how to prepare marzipan, pastillage and sugar products	2.1	Explain how to select the correct type, quality and quantity of ingredients to meet product requirements
	2.2	Describe what to do if there is a problem with the ingredients

	2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
3. Be able to process marzipan, pastillage and sugar products	3.1 3.2	Process ingredients to meet dish requirements Make sure the marzipan, pastillage and sugar products have the correct flavour, colour, texture and quantity
4. Understand how to process marzipan, pastillage and sugar	4.1 4.2 4.3 4.4 4.5	Explain how to carry out different processing methods according to product requirements State correct times and temperatures for cooking Explain how to identify when marzipan, pastillage and sugar products have the correct colour, flavour, texture and quantity Describe what common faults can occur with marzipan, pastillage and sugar products State healthy eating options when preparing, processing and finishing marzipan, pastillage and sugar products
5. Be able to finish marzipan pastillage and sugar products	5.1 5.2	Decorate and present the marzipan, pastillage and sugar products to meet requirements Safely store any processed marzipan, pastillage and sugar products not for immediate use
6. Understand how to finish marzipan, pastillage and sugar products	6.1 6.2	Explain the common faults that can occur with sugar and pastillage products Explain how to correct the product to achieve requirements

	6.3	Describe items that can be used to decorate the products
	6.4	Describe the current trends in relation to pastillage and sugar products
	6.5	Describe how to store pastillage and sugar products

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare marzipan pastillage and sugar products 3. Be able to cook pastillage and sugar products 5. Be able to finish pastillage and sugar products	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: > at least **seven** from **pastillage and sugar** a) sugar paste/cover paste b) marzipan c) pastillage d) royal icing e) spun sugar f) dipped fruit g) Italian meringue h) fudge i) poured sugar j) rock sugar > at least **nine** from **preparation and processing methods** a) boiling b) dipping c) moulding d) pouring e) rolling f) mixing g) drying h) piping i) pulling j) manipulating

	k) blending (colour and flavour) l) cutting m) spreading n) spinning Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Cook and Present Complex Cold Products		
Unit Reference	L/601/5677	
Level	3	
Credit Value	5	
Guided Learning (GL)	38	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and present complex cold products. It covers selecting quality ingredients, using appropriate tools and methods, and achieving the required flavour, colour, texture and quantity. Learners will also understand garnishing and presentation, correcting common faults, healthy eating options, safe holding and storage, and dealing with items returned from a buffet.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.8)**	
The learner will	**The learner can**	
1. Be able to prepare complex cold products	1.1	Select the type and quantity of ingredients needed for the product
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select appropriate tools and equipment and use correctly
	1.4	Prepare the ingredients to meet requirements
2. Understand how to prepare complex cold products	2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements
	2.2	Describe what to do if there is a problem with the ingredients

	2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.4	Explain how to carry out different preparation methods according to dish requirements
3. Be able to cook complex cold products	3.1	Cook the ingredients to meet requirements
	3.2	Make sure the complex cold products have the correct flavour, colour, consistency and quantity
4. Understand how to cook complex cold product	4.1	Describe how to carry out different cooking methods
	4.2	Explain how to identify when complex cold products have the correct colour, favour, texture and quantity
	4.3	Describe common faults that can occur with complex cold products
	4.4	State healthy eating options when dealing with complex cold products
5. Be able to present complex cold products	5.1	Garnish and present the complex cold products to meet requirements
	5.2	Make sure the complex cold products are at correct temperature for holding and serving
	5.3	Safely store any cooked complex cold products not for immediate use
6. Understand how to present complex cold products	6.1	Describe how to follow different presenting methods
	6.2	Explain how to minimise and correct common faults in complex cold products
	6.3	Explain how to correct products to achieve requirements

	6.4	State items that can be used to garnish complex cold products
	6.5	Describe how to garnish and present complex cold products
	6.6	Describe how to deal with items returned from buffet
	6.7	Describe current trends in relation to complex cold products
	6.8	Describe how to store complex cold products

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare complex cold products 3. Be able to cook complex cold products 5. Be able to finish complex cold dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **sixteen** from **complex cold products** a) cooked red meat b) cooked white meat c) joints of meat d) cooked poultry e) salads f) vegetables and fruit g) eggs h) farinaceous products

	i) fish (whole and portioned) j) game k) dairy products l) fungi m) rice n) pulses o) terrines p) pâté q) smoked items r) mousses s) cold savoury/buffet appetisers > at least **eleven** from **preparation, cooking and finishing methods** a) boiling b) roasting c) combination cooking methods d) poaching (shallow and deep) e) baking f) steaming g) pressing and reforming h) shaping and moulding i) filleting j) de-boning k) skinning and trimming l) blending/liquidising m) rolling n) carving o) trussing and tying p) mincing and processing q) sieving Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Finish and Present Canapés and Cocktail Products		
Unit Reference	Y/601/5682	
Level	3	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, finish and present canapés and cocktail products. It covers selecting quality ingredients, using appropriate tools and preparation and cooking methods, and achieving the required flavour, colour, texture and quantity. Learners will also understand decoration and presentation, correcting common faults, healthy eating options, safe holding and storage, and dealing with items returned from a buffet.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.7)**	
The learner will	**The learner can**	
1. Be able to prepare canapés and cocktail products	1.1	Select the type and quantity of ingredients needed for product
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select appropriate tools and equipment and use correctly
	1.4	Prepare the ingredients to meet product requirements
2. Know how to prepare canapés and cocktail products	2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements
	2.2	Describe what to do if there is a problem with the ingredients

	2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.4	Describe how to carry out different preparation methods according to dish requirements
3. Be able to cook canapés and cocktail products	3.1	Make sure the canapés and cocktail products have the correct flavour, colour, texture and quantity
4. Understand how to cook canapés and cocktail products	4.1	Describe how to carry out different cooking methods
	4.2	Explain how to identify when canapés and cocktail products have the correct colour, flavour, texture and quantity
	4.3	Describe common faults that can occur with canapés and cocktail products
	4.4	State healthy eating options when dealing with canapés and cocktail products
5. Be able to present canapés and cocktail products	5.1	Finish the ingredients to meet requirements
	5.2	Decorate and present canapés and cocktail products to meet requirements
	5.3	Make sure the canapés and cocktail products are at the correct temperature for holding and serving
	5.4	Safely store any cooked canapés and cocktail products not for immediate use
6. Understand how to present canapés and cocktail products	6.1	Describe how to follow different presentation methods
	6.2	Explain how to correct products to achieve requirements
	6.3	Describe what items can be used to decorate canapés and cocktail products

	6.4	Describe how to garnish and present canapés and cocktail products
	6.5	Describe how to deal with items returned from buffet
	6.6	Describe current trends in relation to canapés and cocktail products
	6.7	Describe how to store canapés and cocktail products

Learning Outcome- The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare canapés and cocktail products 3. Be able to cook canapés and cocktail products 5. Be able to present canapés and cocktail products	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.2, 5.1 and 5.2 by directly observing the learner's work. For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **four** from **canapés and cocktails** a) canapés b) filled short pastry items c) filled puff pastry items d) filled choux items e) cocktail brochettes f) bouchées > at least **seven** from **preparation, cooking and finishing methods**

	a) baking b) slicing c) filling d) pouring e) mixing f) chilling g) cutting h) piping i) spreading j) skewering Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Cook and Finish Complex Hot Desserts		
Unit Reference	L/601/5694	
Level	3	
Credit Value	3	
Guided Learning (GL)	26	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and finish complex hot desserts. It covers selecting quality ingredients, using appropriate tools and methods, controlling portions and minimising waste. Learners will also understand how to recognise and address preparation and cooking problems, achieve the required colour, texture and finish, present desserts, and maintain safe holding, serving and storage conditions.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.2)**	
The learner will	**The learner can**	
1. Be able to prepare complex hot desserts	1.1	Select the type and quantity of ingredients needed for the dessert
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the ingredients to meet requirements
2. Understand how to prepare complex hot desserts	2.1	Describe what quality points to look for in main ingredients
	2.2	Explain how to control portions and minimise waste
	2.3	Describe the appropriate preparation methods for different complex hot desserts

	2.4	Explain the effects of various temperature and humidities can have on ingredients used
	2.5	Describe the correct tools and equipment and the reasons for using them when preparing complex hot desserts
	2.6	Describe the types of problems when preparing hot desserts and correct methods of dealing with them
3. Be able to complex hot desserts	3.1	Cook the ingredients to meet requirements
4. Understand how to cook complex hot desserts	4.1	Explain which cooking methods relate to each type of complex hot dessert
	4.2	Describe the type of problems that may occur when cooking hot desserts and how to deal with these correctly
	4.3	Explain how to minimise common faults
	4.4	State healthy eating options when dealing with complex hot desserts
5. Be able to finish complex hot desserts	5.1	Make sure the dessert has the correct colour, texture and finish
	5.2	Finish and present the dessert to meet requirements
	5.3	Make sure the dessert is at correct temperature for holding and serving
	5.4	Safely store any desserts not for immediate use
6. Understand how to finish complex hot desserts	6.1	Describe the quality points relating to the finished product
	6.2	Explain the appropriate finishing methods for each type of product

Learning Outcome- The Learner will	Assessment Requirements and Evidence Requirements
1. Be able to prepare complex hot desserts 3. Be able to cook complex hot desserts 5. Be able to finish complex hot desserts	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 5.1 and 5.2 by directly observing the learner's work. For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **three** from **desserts** a) hot soufflés b) paste based c) fruit-based desserts d) sponge-based desserts > at least **five** from **preparation methods** a) creaming b) folding c) aeration d) use of moulds e) incorporating fat f) separation/combining of colours/flavours/ingredients > at least **four** from **cooking methods** a) steaming b) deep fat frying c) bain-marie d) baking e) microwaving > at least **five** from **finishing methods** a) gratinating b) cooling c) piping

	d) de-moulding e) glazing f) portioning Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Cook and Finish Complex Cold Desserts		
Unit Reference	R/601/5700	
Level	3	
Credit Value	3	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare, cook and finish complex cold desserts. It covers selecting quality ingredients, using appropriate tools and preparation, cooking and processing methods, and controlling portions to minimise waste. Learners will also understand how to adjust flavours, correct common faults, achieve the required colour, texture and finish, consider healthy eating options, and hold, serve and store desserts safely.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.1)**	
The learner will	**The learner can**	
1. Be able to prepare complex cold desserts	1.1	Select the type and quantity of ingredients needed for the dessert
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the ingredients to meet requirements
2. Understand how to prepare complex cold desserts	2.1	State the correct tools and equipment and the reasons for using them when preparing complex cold desserts
	2.2	Explain how to control portions and minimise waste

	2.3	Describe the appropriate preparation methods for different complex cold desserts
	2.4	Describe the types of problems that may occur when preparing cold desserts and hot to deal with these correctly
3. Be able to cook complex cold desserts	3.1	Cook the ingredients to meet requirements
	3.2	Process the dessert to meet dish requirements
4. Understand how to cook complex cold desserts	4.1	State which processing methods are appropriate to each type of product
	4.2	State the quality points relating to processed products
	4.3	Describe how to adjust flavours and minimise common faults
	4.4	Describe the type of problems that may occur when cooking and processing cold desserts and how to deal with these correctly
	4.5	State healthy eating options when preparing and cooking complex cold desserts
5. Be able to finish complex cold desserts	5.1	Make sure the dessert has the correct colour, texture and finish
	5.2	Make sure the dessert is at correct temperature for holding and serving
	5.3	Safely store any desserts not for immediate use
6. Understand how to finish complex cold desserts	6.1	State the quality points relating to the finished product

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare complex cold desserts 3. Be able to cook complex cold desserts 5. Be able to finish complex cold desserts	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work. For assessment criterion 5.2 where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **four** from **desserts** a) egg-based set b) mousses/cold soufflés c) meringue based d) cheesecake e) paste based goods f) fruit/crème bavarois g) ice cream based/sorbet based > at least **five** from **preparation methods** a) creaming b) aeration c) combining d) sieving/passing e) pureeing f) folding g) addition of colours/flavours h) straining > at least **two** from cooking **methods** a) poaching b) baking c) boiling d) steaming > at least **three** from **processing methods** a) de-moulding

	b) freezing c) refrigeration d) chilling > at least **five** from **finishing methods** a) cooling b) stacking c) glazing d) filling e) portioning f) cutting g) piping Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Produce Sauces, Fillings and Coatings for Complex Desserts		
Unit Reference	D/601/5702	
Level	3	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit provides the learner with the knowledge and skills to produce sauces, fillings and coatings for complex desserts. It covers selecting quality ingredients, using appropriate tools and processing methods, and achieving the required colour, texture, consistency and finish. Learners will also understand flavour adjustment, correcting common faults, the effects of temperature and humidity, healthy eating options, and safe presentation, holding, serving and storage.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.8)**	
The learner will	**The learner can**	
1. Be able to produce sauces, fillings and coatings for complex desserts	1.1	Select the type and quantity of ingredients needed for the sauces, fillings and coatings
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the ingredients to meet dish requirements
	1.5	Process ingredients to meet dish requirements
	1.6	Make sure the sauce, filling and coating has the correct colour, texture and finish

	1.7	Finish and present the sauce, filling and coating to meet requirements
	1.8	Make sure the sauce, filling and coating is at the correct temperature for holding and serving
	1.9	Safely store any sauce, filling and coating not for immediate use
2. Understand how to produce sauces, fillings and coatings for complex desserts	2.1	Describe what quality points to look for relating to finished sauces, fillings and coatings
	2.2	Describe the correct tools and equipment and the reasons for using them when producing sauces, fillings and coating for hot desserts
	2.3	Describe the consistency required for finished sauces, fillings and coatings
	2.4	Describe how to adjust flavours and minimise common faults
	2.5	State the effects of different temperatures and humidity on ingredients used
	2.6	Explain the uses of various sauces, fillings and coatings
	2.7	Describe the types of problems that may occur with sauces, fillings and coatings and how to deal with these correctly
	2.8	State healthy eating options when producing sauces, fillings and coatings

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to produce sauces, fillings and coatings for complex desserts	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7 by directly observing the learner's work.

	For assessment criterion 1.8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other. The assessor may assess assessment criterion 1.9 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: > at least **eight** from **sauces, fillings and coatings** a) crème anglaise b) sabayon c) fruit coulis d) ganache e) crème chantilly f) preserves g) fruit glazes h) crème patisserie i) syrups j) butter cream k) royal icing l) jams m) sugar glazes > at least **four** from **preparation methods** a) mixing b) whisking c) boiling d) separating e) creaming > at least **five** from **processing methods** a) reducing b) liquidising c) blending d) addition of colouring e) emulsifying f) addition of flavouring

	Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Produce Healthier Dishes		
Unit Reference	A/601/4962	
Level	2	
Credit Value	3	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge and skills to produce healthier dishes. It covers selecting and preparing ingredients to minimise fat, salt and sugar, maximise fibre, and retain nutritional value during cooking. Learners will also understand balanced diets, food labelling, healthier flavourings, attractive presentation and offering customers a choice of sauces, dressings, toppings and condiments.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.13)**	
The learner will	**The learner can**	
1. Be able to produce healthier dishes	1.1	Check ingredients meet dish requirements
	1.2	Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre
	1.3	Cook food in a way that maximises its nutritional value
	1.4	Use flavourings that minimise the use of salt and sugar
	1.5	Present dishes in a way that is attractive to the customer
	1.6	Allow customers to choose what sauces, dressings, toppings or condiments to add to the dish
2. Understand how to produce healthier dishes	2.1	Describe the concept of a balanced diet and how this is important to good health

	2.2	State the government's current guidelines for healthy eating
	2.3	State the types and combinations of ingredients that make up a healthy dish
	2.4	Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes
	2.5	Describe the nutritional benefits of starchy foods, fruits, vegetables and pulses
	2.6	Explain how to read and interpret food labelling
	2.7	Describe how to select types, combinations and proportions of ingredients that will make a healthy dish
	2.8	Describe what techniques can be used to prepare ingredients in a healthy way
	2.9	Describe what techniques can be used to cook the dish in a way that maximises its nutritional value
	2.10	State what healthier flavourings can be used to alternatives to salt and sugar
	2.11	Explain why it is important to present healthier dishes to customers in an attractive way and how to do so
	2.12	State why it is important to provide the customers with their choice of sauces, dressings, toppings and condiments
	2.13	State appropriate alternative healthier types of sauces, dressings, toppings and condiments

Contribute to the Control of Resources		
Unit Reference	H/502/4097	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge and skills to contribute to the control of resources in their area of responsibility. It covers identifying resource needs, obtaining and checking supplies, storing and maintaining equipment and materials, and monitoring efficient use. Learners will also understand resource costs, spending limits, waste reduction, recycling, accurate record keeping and recommending improvements in line with organisational and legal requirements.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.27)**	
The learner will	**The learner can**	
1. Be able to contribute to the control of resources	1.1	Compare the resources available to them with the resources they need for their work
	1.2	Follow the correct procedures to obtain additional resources needed for their work
	1.3	Deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed
	1.4	Check the quality, quantity and suitability of resources before they are needed for use
	1.5	Make sure that equipment and materials are correctly stored and maintained
	1.6	Encourage their colleagues to make efficient use of responsibility

	1.7	Monitor the use of resources in their area of resources and minimise waste
	1.8	Make sure that resources are used effectively, efficiently and in line with organisational and legal requirements
	1.9	Keep records about resources up-to-date, accurate and in the specified place
	1.10	Recommend ways of making better use of resources following organisational requirements
2. Understand how to contribute to the control of resources	2.1	Identify the equipment, colleagues and supplies that are used in their area of responsibility
	2.2	Describe normal consumption levels for resources in their area of responsibility
	2.3	Explain how to work out what resources are needed for planned work
	2.4	Explain how to identify what resources are available for planned work
	2.5	Explain how to make sure the resources are available are suitable for planned work
	2.6	Explain how to identify what additional resources are needed for planned work
	2.7	Identify the approximate costs of the resources used in their area of responsibility
	2.8	Explain how resource costs affect their organisation's financial targets
	2.9	Explain the importance of working within agreed spending limits
	2.10	Describe the procedures to follow when it is necessary to go beyond agreed spending limits

	2.11	Explain why it is important to follow the correct procedures when it is necessary to go beyond agreed spending limits
	2.12	Describe their organisation's policies for ordering resources
	2.13	Identify who is responsible for ordering resources
	2.14	Identify their organisation's regular suppliers
	2.15	Describe the procedures to follow to obtain required resources
	2.16	Describe the procedures to store the resources in their area of responsibility
	2.17	Explain how to ensure resources are stored correctly
	2.18	Describe the appropriate lifting and handling methods and techniques for resources in their area
	2.19	Describe the health and safety requirements for the resources they are responsible for
	2.20	Explain the environmental impact of the resources they are responsible for
	2.21	Describe their organisation's policies for: > Using resources > Controlling waste > Recycling
	2.22	Explain how to count, check and monitor the use of resources
	2.23	Explain how to keep waste to a minimum
	2.24	Explain how to encourage colleagues to make efficient use of resources to benefit their organisation and the environment

	2.25	Explain how to make recommendations to improve the use of resources to decision makers in their organisation
	2.26	Identify the records they need to keep on the use of resources
	2.27	Explain the advantages of using computerised stock control systems

Contribute to the Development of Recipes and Menus		
Unit Reference	K/502/4117	
Level	4	
Credit Value	4	
Guided Learning (GL)	22	
Unit Summary	This unit provides the learner with the knowledge and skills to contribute to the development of recipes and menus. It covers food combinations and dietary requirements, ingredient ratios, cooking times and temperatures, sourcing ingredients, costing recipes, and selecting presentation, holding and distribution methods. Learners will also understand how to introduce menu items that reflect organisational style, available resources and customer expectations, support staff, and evaluate feedback.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.29)**	
The learner will	**The learner can**	
1. Be able to contribute to the development of recipes and menus	1.1	Take account of food combinations, flavours and dietary requirements
	1.2	Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities
	1.3	Identify suitable suppliers/sources
	1.4	Identify methods of presenting, holding and distributing the product
	1.5	Cost recipe suggestions
	1.6	Take account of available resources
	1.7	Pass on relevant information about the suitability of the new menu item following organisational procedures

	1.8	Offer suggestions on menu layout and presentation
	1.9	Introduce recipe suggestions in accordance with: > The style and policy of the organisation > Available resources > The expectations and standards of customers
	1.10	Make sure staff have the information, skills and resources needed to support the introduction of the new menu item
	1.11	Collect feedback from staff and customers
	1.12	Evaluate feedback from staff and customers
2. Understand how to contribute to the development of recipes and menus	2.1	Explain the existing style and policy of the organisation in relation to recipes and menus
	2.2	Explain how location and styles of operation can affect proposed menu items
	2.3	Explain the concept of a balanced diet and why it is important to good health
	2.4	Describe current government guidelines for healthy eating
	2.5	Explain how to keep up to date with information on healthy eating
	2.6	Describe the types, combinations and proportions of ingredients that make up a healthy dish
	2.7	Explain the nutritional benefits of minimising the fat, sugar and salt content of dishes

	2.8	Explain the nutritional benefits of starchy foods, fruit, vegetables and pulses
	2.9	Identify healthier flavourings that can be used as alternatives to salt and sugar
	2.10	Describe the quality standards required for each recipe item to be included
	2.11	Explain how to assess the quality of potential ingredients
	2.12	Explain how available equipment can affect the production of food items
	2.13	Identify the factors that need to be considered in selecting presentation, holding and distribution methods
	2.14	Explain how to cost proposed recipes and work out gross profit
	2.15	Explain the effect supplier choice can have on food quality
	2.16	Explain how to identify and assess the suitability of suppliers or supply sources
	2.17	Explain how to record information relating to proposed recipes
	2.18	Identify who to make records of proposed recipes available to
	2.19	Identify who to consult to gain feedback on proposed recipes
	2.20	Explain how to carry out and evaluate test runs of recipes
	2.21	Explain why staff skills should be assessed prior to proposing new recipes and menu items

	2.22	Describe what training may be needed to support the implementation of new menu items
	2.23	Explain how to brief staff on new menu items and implementations plans
	2.24	Describe how to gain feedback from staff to enable them to implement new menu items
	2.25	Explain how to allocate resources to staff to enable them to implement new menu items
	2.26	Identify lead times required by organisation for the implementation of new menu items
	2.27	Explain how to estimate lead times for the preparation of new menu items
	2.28	Explain why measures should be closely monitored when introducing new items
	2.29	Explain why it is important to gain feedback from customers on new items and ways of doing this

Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink		
Unit Reference	D/502/4163	
Level	3	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge and skills to ensure food safety practices are followed in the preparation and serving of food and drink. It covers implementing food safety procedures, maintaining good hygiene practices, identifying hazards and monitoring appropriate control measures. Learners will also understand their responsibilities for staff supervision and training, corrective action, recording and reporting, and providing feedback on the effectiveness of food safety procedures.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.31)**	
The learner will	**The learner can**	
1. Be able to ensure food safety practices are followed in the preparation and serving of food and drink	1.1	Make sure relevant information about food safety procedures is available
	1.2	Make sure that good hygiene practices are in place
	1.3	Carry out own responsibilities for the implementation of food safety procedures
	1.4	Provide feedback to the person responsible for the organisation's food safety procedures on the effectiveness of these procedures
	1.5	Monitor and be constantly alert to the possibility of food safety hazards in own area of responsibility

	1.6	Identify indicators of potential sources of food safety hazards
	1.7	Identify actual food safety hazards
	1.8	Identify control measures appropriate to the identified food safety hazards
	1.9	Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible
2. Understand how to ensure food safety practices are followed in the preparation and serving of food and drink	2.1	Explain the importance of having food safety procedures
	2.2	Describe the current food safety legislation requirements affecting own responsibilities
	2.3	Describe own responsibilities under the organisation's food safety procedures including: > Helping to check the procedures > Assisting with hazard analysis > Allocating and supervising food safety responsibilities > Identifying and meeting staff training needs > Reporting to management > Ensuring the proper application and monitoring of control measures > Monitoring of control measures > Ensuring corrective action is taken when control measures fail > Following recording procedures
	2.4	Explain how to implement own responsibilities in their workplace
	2.5	Describe the different types of food safety hazards (microbiological, physical, chemical and allergenic)

	2.6	Describe the common examples of food safety hazards in the following groups: microbiological; physical; chemical; allergenic
	2.7	Describe the significant food safety hazards in own workplace
	2.8	Describe the conditions that affect microbial growth
	2.9	Describe the indicators of food safety hazards in own area of responsibility (e.g. food spoilage, temperature controls, condition or premises)
	2.10	Explain the importance of being constantly alert to the possibility of food safety hazards in own area of responsibility
	2.11	Explain how to look out for food safety hazards
	2.12	Describe the principal causes of food safety hazards e.g. human factors (including lack of effective supervision), lack of labelling information, supplier quality, cross contamination, premises and waste, personal health, handling issues and pests
	2.13	Describe the dangers of pest infestation
	2.14	Describe the effective pest control measures
	2.15	Identify effective equipment and surface cleaning methods
	2.16	Explain why surface cleaning is important
	2.17	Explain the importance of hygiene and effective waste disposal
	2.18	Describe the correct methods to control waste

	2.19	Describe the personal hygiene practices that staff should follow according to operational requirements including: > Hand washing > Wearing of protective clothing > Footwear and headgear > Wearing jewellery and accessories > Treatment and covering of cuts, boils, grazes and wounds > Reporting of illnesses and infections to the appropriate person
	2.20	Explain the importance of food temperature control
	2.21	Identify the temperature levels and controls for the types of food in own area of responsibility during: > Delivery > Storage > Preparation > Cooking > Cooling and reheating > Holding and service
	2.22	Explain the dangers of cross-contamination
	2.23	Describe methods to eliminate cross-contamination for any type of food safety hazard
	2.24	Explain how to communicate responsibilities for food safety procedures to staff
	2.25	Explain how to make sure staff understand food safety responsibilities
	2.26	Explain how to ensure that staff receive appropriate training to meet their food safety responsibilities according to own level of responsibility and autonomy

	2.27	Identify the types of failures that may occur with control measures
	2.28	Identify the corrective actions to take for failures with control measures
	2.29	Explain the importance of providing feedback to the person responsible for the food safety procedures
	2.30	Identify the types of issues that should be communicated to the person responsible for the food safety procedures
	2.31	Explain the importance of contributing to the evaluation of the food safety procedures

Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector		
Unit Reference	T/601/7214	
Level	2	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit provides the learner with knowledge of employment rights and responsibilities in the hospitality, leisure, travel and tourism sector. It covers employer and employee responsibilities, organisational procedures for health and safety and equality and diversity, and sources of information and advice. Learners will also understand their occupational role, career pathways, representative bodies, industry codes of practice and issues of public concern affecting their organisation and industry.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.6)**	
The learner will	**The learner can**	
1. Know employer and employee rights, responsibilities and own organisational procedures	1.1	State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health & Safety and other relevant legislation
	1.2	State importance of having employment rights and responsibilities
	1.3	Describe organisational procedures for health & safety, including documentation
	1.4	Describe organisational procedures for equality & diversity, including documentation
	1.5	Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support

2. Know factors that affect own organisation and occupation	2.1	Describe the role played by own occupation within organisation and industry
	2.2	Describe career pathways available to them
	2.3	State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry
	2.4	Identify sources of information and advice on own industry, occupation, training and career
	2.5	Describe principles, policies and codes of practice used by own organisation and industry
	2.6	Describe issues of public concern that affect own organisation and industry

Prepare Game for Complex Dishes		
Unit Reference	R/601/5499	
Level	3	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge and skills to prepare game for complex dishes. It covers selecting and checking game, using appropriate tools and preparation methods, and storing prepared game safely. Learners will also understand portion control, yields, waste reduction, the characteristics of game dishes, preparation trends and healthy eating options.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.11)**	
The learner will	**The learner can**	
1. Be able to prepare game for complex dishes	1.1	Select the type and quantity of game needed for the dish
	1.2	Check the game to make sure I it meets quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare the game to maintain its quality and meet the requirements of the dish
	1.5	Safely store any prepared game not for immediate use
2. Understand how to prepare game for complex dishes	2.1	Explain how to select the correct type, quality and quantity of game to meet dish requirements
	2.2	Describe what quality points to look for in fresh game

	2.3	Describe what to do if there are any problems with the game or other ingredients
	2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods
	2.5	Explain how to carry out different preparation methods
	2.6	Explain how to control portions and minimise waste
	2.7	State the approximate yields of prepared game
	2.8	Describe the main characteristics of the different types of game dishes
	2.9	Describe the current trends in relation to preparing complex game dishes
	2.10	Explain how to store prepared game
	2.11	State healthy eating options when preparing game for complex dishes

Learning Outcome - The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to prepare game for complex dishes	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: > at least **both** from **game** a) in fur b) in feather > at least **six** from **prepare by** a) skinning

	b) plucking c) checking for and removing shot d) washing e) seasoning f) marinading g) trimming h) cutting (i) portion (ii) dice (iii) stuffing/filling i) tunnelling (bones) j) chining k) ballottine Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:
- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:
- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.