



**CTH LEVEL 3 EXTENDED CERTIFICATE IN  
PROFESSIONAL COOKERY  
(603/1929/X)**

**QUALIFICATION SPECIFICATION**

**JUNE 2017**

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## CONTENTS

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Qualification summary.....	
Introduction to qualification.....	
Aims - Level 3 Extended Certificate in Professional Cookery.....	
Access and entry requirements.....	
Level 3 credit framework .....	
Assessment.....	
Learning and teaching.....	
Grading criteria .....	
Certificate units .....	
Techniques and skills in preparation, cooking and finishing vegetables, sauces and soups	
Techniques and skills in preparation, cooking and finishing poultry and meat	
Techniques and skills in preparation, cooking and finishing fish and shellfish	
Techniques and skills in producing frozen, cold and hot desserts	
Techniques and skills in baking and baked products	
Food Safety and Hygiene	
Menu Planning	
Appendix A: Specimen assessment methods.....	

## QUALIFICATION SUMMARY

Level 3 Extended Certificate in Professional Cookery Ofqual 603/1929/X							
The qualification comprises 7 mandatory units. To achieve the award, students must achieve all units, providing 30 credits.							
<b>Number of Mandatory Units: 7</b>				<b>Credits for qualification: 30 Credits</b>			
<b>GLH for qualification: 235 hours</b>				<b>TQT for qualification: 300 hours</b>			
Mandatory units							
Code	Unit title	Level	CV	LH	TQT	Assessment Type	OFQUAL NO.
PCVSS	Techniques and skills in preparation, cooking and finishing vegetables, sauces and soups	3	5	42	50	Practical	M 508 0673
PCPMG	Techniques and skills in preparation, cooking and finishing poultry and meat	3	5	42	50	Practical	T 508 0674
PCFFS	Techniques and skills in preparation, cooking and finishing fish and shellfish	3	5	42	50	Practical	A 508 0675
PCCHD	Techniques and skills in producing frozen, cold and hot desserts	3	5	42	50	Practical	F 508 0676
PCBBP	Techniques and skills in baking and baked products	3	5	42	50	Practical	J 508 0677
FSH	Food Safety and Hygiene	2	1	11	15	Practical and Examination	K 615 8295
MP	Menu Planning	3	4	14	35	Coursework	H 615 8294
<b>TOTAL</b>			<b>30</b>	<b>235</b>	<b>300</b>		

## INTRODUCTION TO QUALIFICATION

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### Introduction

The purpose of this document is to provide delivery centres and learners an overview of the CTH Level 3 Extended Certificate in Professional Cookery qualification, including the type of assessment they should expect.

This document includes the aims, structure and content of the qualification and the learning outcomes, types of assessment and indicative content for each unit. There is guidance relating to learning, teaching and assessment strategies for this qualification and an explanation of the assessment quality assurance processes.

### Aims - Level 3 Extended Certificate in Professional Cookery

The aims of this qualification are to:

- Provide students with the skills required to work in a professional kitchen
- Develop student's cooking and menu planning skills
- Develop the student's ability to integrate cooking skills in order to produce a variety of dishes
- Develop the student's ability to evaluate their cooking
- Develop the student's time management, hygiene, safety and personal appearance skills required of a professional chef

### Access and Entry Requirements

The selection of students for admission to the CTH Level 3 Certificate in Professional Cookery is at the discretion of individual approved centres. It is strongly recommended that applicants have completed formal secondary education. Students who did not complete formal secondary education but have industry experience should also be considered. Students enrol as a student member then submit their examination applications through the centre.

### Level 3 Centre Inspection Prior to Accreditation

For centres wishing to offer this qualification there is a minimum requirement of facilities and equipment required.

### Ofqual Qualification Framework

The CTH Extended Certificate in Professional Cookery is a Level 3 vocational qualification. The qualification is on Ofqual’s Regulated Qualification Framework (RQF) and was designed to have 30 credits and 300 TQT (total Qualification time). TQT = supervised hours (taught and assessed guided learning) plus unsupervised hours.

The majority of these hours would be spent in the kitchen although demonstrations, formal classes, self-study, visits, revision and assessment should all be included.

The credit and unit structure for the CTH Certificate in Professional Cookery is set out in the following table.

Qualification	Credits	Units
Level 3 Extended Certificate in Professional Cookery	30	7 units, all units are mandatory

### Resources

A commercial kitchen environment, including associated food storage areas is essential for the delivery of this qualification. The kitchen may take the form of a full production kitchen and/or a skills-based kitchen. These would need to be completely furnished with the professional equipment and tools to teach professional cookery at this level. A cookery demonstration area would also be an advantage. Access to a range of cookery and food related books is important. Centres will need to meet these specialist resource requirements when they seek approval from CTH.

#### Recommended textbooks:

Professional Chef – Level 2 Diploma (2nd Edition) - Gary Hunter & Terry Tinton

Publisher: Cengage Learning EMEA ISBN: 978-1-4080-3909-0

Professional Chef – Level 3 Diploma (2nd Edition) - Gary Hunter & Terry Tinton

Publisher: Cengage Learning EMEA ISBN-10: 1408064219

### Teaching staff

Staff delivering and assessing the Level 3 Certificate in Professional Cookery should be completely familiar with current practice standards in the sector and have experience of cooking at the highest level. A teaching qualification and experience of teaching is also desirable as well as a qualification in assessment. CTH will require the CV’s of all teaching staff when the centre seeks approval to deliver the qualification.

### **Student equipment**

Students will be required to wear suitable protective clothing during all practical sessions throughout the course to meet the requirements of the Food Safety Act 1990. Chef's whites, headwear including hairnet and safety shoes would be the preferred option. Knives will be an essential requirement of the course. These could be made available through the centre to ensure suitability.

### **Delivery strategies – Practical units**

This qualification is primarily practical in structure and it is important that the teaching reflects this. Students must have the opportunity to explore cuisine through the preparation and cooking of a range of dishes which cover the full spectrum of the menu structure, enabling students to develop the skills to take their assessments. Students need to experience through demonstration and practical work all of the key elements of cooking for which they are being assessed. Teachers should ensure that practical work carried out by the students fully reflects the purpose of the unit to be assessed.

Students will be required to follow professional, safe and hygienic practices at all times. This will be assessed throughout the course as part of the Food Safety unit.

Students will need to build an electronic portfolio of evidence to demonstrate their skills level. This should be made of recipes which have been produced during the length of the course. Recipes should include ingredients, methods, a picture of the completed dish, students' notes, assessor's feedback and indicative content covered when making the dish. Additional video evidence of the student demonstrating key techniques and methods included in the indicative content is highly desirable.

### **Indicative content**

Each practical/food unit has an indicative content column showing the minimum requirement which has to be covered by the time the unit is completed. Centres need to show, on each recipe making up the portfolio and on each marking sheet, what indicative content was covered and whether there is evidence available to support this.

## ASSESSMENT

The Level 3 Extended Certificate in Professional Cookery has an assessment methodology of practical examination and assessed coursework. Each unit can be assessed individually, or may be combined with one or more units in a single assessment activity. All units must be passed to achieve the qualification.

### Submission of Evidence: Requirements

When submitting students' results, centres need to provide the following, for each learner, in order to meet CTH requirements:

1. A portfolio of evidence which demonstrates the student's dishes and progression during the length of the course.
2. A time plan and a food order request for each final exam (2) covering the mandatory units
3. The completed marking sheets for each final exam which must include the assessor's and student's comments
4. Video recording of key preparation and cooking steps for each final exam, which may be done using mobile phones in a series of short shots, of say 20-30 seconds.

### Grading Criteria

Individual units can be graded either as fail, pass, merit or distinction. The qualification is also graded at Pass, Merit or Distinction.

In terms of certification, this means that students will receive a transcript of their results showing the grades for each unit successfully completed, plus the Diploma that recognises their level of achievement with an allocated final grade for the award.

All unit assessments carry equal weighting and will be marked out of 100 marks and graded as follows:

Fail	Pass	Merit	Distinction
0 - 39 Marks	40 - 59 Marks	60 - 79 Marks	80+ Marks

The following table explains the generic grading criteria that should be used by centres in conjunction with the unit mark sheets to assess all students' work.

## GRADING CRITERIA

Level 3	Students who fail:	To achieve a pass, students must:	To achieve a merit grade (60% to 79%) students must:	To achieve a distinction grade (80%+) students must:
	do not meet the requirements of the assessment criteria and learning outcomes of the unit	meet the requirements of the assessment criteria and learning outcomes	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• demonstrate a level of understanding of key issues in the area of study</li> <li>• interpret and evaluate correctly key concepts and models</li> <li>• apply a range of theories relevant to the area of study</li> <li>• use a range of research and investigative techniques</li> <li>• produce work that is well presented, clear and well structured, with sources clearly referenced</li> </ul>	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• demonstrate in depth understanding and knowledge of relevant issues and their implications in the area of study</li> <li>• provide a good level of interpretation and evaluation of concepts and models</li> <li>• show some evidence of original thinking</li> <li>• apply a range of theories in different contexts</li> <li>• use a range of research and investigative techniques to solve problems</li> <li>• make well-argued conclusions or recommendations</li> <li>• present work that is neat, clear, well-structured and coherent, with sources clearly referenced</li> </ul>

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**LEVEL 3  
EXTENDED CERTIFICATE IN  
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**UNIT DETAILS**

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<b>Unit Title</b>	<b>Techniques and Skills in Preparation, Cooking and Finishing Vegetables, Sauces and Soups</b>
<b>Unit purpose and aims</b>	This unit aims to develop the skills required to prepare, cook and finish vegetables, sauces and soups using a range of techniques and equipment. Students will be expected to demonstrate precision and work to timescales when completing tasks.
<b>Level</b>	3
<b>Credit Value</b>	5

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>	<b>Indicative Content</b>
LO1 Prepare vegetables, sauces and soups for cooking and finishing using a range of techniques and skills	<p>1.1 Select the type and quantity of ingredients required for the dish</p> <p>1.2 Check the ingredients to ensure they meet quality standards</p> <p>1.3 Select preparation methods suitable for the requirements of the dish</p> <p>1.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish</p>	<p>The minimum number of items of those listed in each category that should be covered is shown in brackets ( ).</p> <p><b>Ingredients (8)</b></p> <ul style="list-style-type: none"> <li>Vegetables, fruit, butter, oils, eggs, liquids (stocks, water, vinegar, wine), cream, flavourings (spices, herbs) nuts, fungi</li> </ul> <p><b>Check (all)</b></p> <ul style="list-style-type: none"> <li>Freshness, aroma, colour, texture, size, undamaged (checks for bruising, discolouration)</li> </ul> <p><b>Preparation methods (10 to include 2 French cuts)</b></p> <ul style="list-style-type: none"> <li>Select equipment suitable for task, weighing, measuring, peeling, trimming, cutting, dicing, shredding, chopping (e.g. finely, coarsely, mirepoix), knife skills- cutting, trimming (French cuts), shaping/ turning (e.g. Parisienne, jardinière), carving, shelling, blanching, specialist preparation methods (artichokes, salsify)</li> </ul> <p><b>Requirements of the dish (all)</b></p> <ul style="list-style-type: none"> <li>Portion size, preparation methods, methods of cooking, presentation requirements</li> </ul>

<p>LO2 Cook vegetables, sauces and soups for finishing using a range of techniques and skills</p>	<p>2.1 Select methods of cookery which meet the requirements of the dish</p> <p>2.2 Use methods of cookery which meet the requirements of the dish</p>	<p><b>Methods of Cookery (8)</b></p> <ul style="list-style-type: none"> <li>Braising, boiling- simmering, sweating, sauté, baking, roasting, frying (deep and shallow), blanching, steaming, stewing, grilling, acidulated cooking liquors, étuvé, drying, combined cookery methods</li> </ul> <p><b>Requirements of the dish (all)</b></p> <ul style="list-style-type: none"> <li>Appearance of finished dish, flavour, aroma, temperature, colour, consistency, texture</li> </ul>
<p>LO3 Finish vegetables, sauces and soups using a range of techniques and skills</p>	<p>3.1 Finish the dish to agreed quality standard</p> <p>3.2 Serve the finished dish in an appropriate manner</p> <p>3.3 Demonstrate professional, safe and hygienic kitchen practices</p>	<p><b>Finish (5)</b></p> <ul style="list-style-type: none"> <li>Portion (portion size/control, yield), garnish, consistency, dressing/saucing, use of foams, flavouring, seasoning, temperature</li> </ul> <p><b>Serve (2)</b></p> <ul style="list-style-type: none"> <li>Plated, silver, buffet, style of establishment</li> </ul> <p><b>Kitchen practices (all)</b></p> <ul style="list-style-type: none"> <li>Appearance, maintain health &amp; safety, advanced techniques, use tools and equipment with precision/ speed, work to timescale adjusting as necessary</li> </ul>

<b>Unit Title</b>	<b>Techniques and Skills in Preparation, Cooking and Finishing Poultry and Meat</b>
<b>Unit purpose and aims</b>	This unit aims to develop the skills required to prepare, cook and finish poultry, meat and game using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
<b>Level</b>	3
<b>Credit Value</b>	5

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>	<b>Indicative Content</b>
LO1 Prepare poultry, meat and game for cooking and finishing using a range of techniques and skills	<p>1.1 Select the type and quantity of poultry, meat or game required for the dish</p> <p>1.2 Check the poultry, meat or game to ensure they meet requirements and quality standards</p> <p>1.3 Select preparation methods suitable for the requirements of the dish</p> <p>1.4 Prepare the poultry, meat or game to maintain the quality and meet the requirements of the dish</p>	<p>The minimum number of items of those listed in each category that should be covered is shown in brackets ( ).</p> <p><b><u>Poultry, meat or game</u></b></p> <p><b>Poultry (2)</b></p> <ul style="list-style-type: none"> <li>• (chicken, duck, turkey, goose)</li> </ul> <p><b>Meat (2)</b></p> <ul style="list-style-type: none"> <li>• (lamb/mutton, beef, veal, pork)</li> </ul> <p><b>Game (1)</b></p> <p><b>Check (all)</b></p> <ul style="list-style-type: none"> <li>• Freshness, aroma, colour, texture, undamaged</li> </ul> <p><b>Preparation method (9)</b></p> <ul style="list-style-type: none"> <li>• Weighing, boning, tunnel boning, larding, barding, smoking, curing, drying, marinades, ingredients used to tenderise, preparation for sous vide, mincing and combining with other ingredients, preparation of forcemeats, compressing and shaping techniques</li> </ul> <p><b>Requirements of dish (all)</b></p> <ul style="list-style-type: none"> <li>• Portion size, preparation, methods, methods of cooking, presentation requirements</li> </ul>

<p>LO2 Cook poultry, meat and game for finishing using a range of techniques and skills</p>	<p>2.1 Select methods of cookery which meet the requirements of the dish</p> <p>2.2 Use methods of cookery which meet the requirements of the dish</p>	<p><b>Methods of cookery (6)</b></p> <ul style="list-style-type: none"> <li>Boiling, braising, grilling, roasting, slow roasting, pot roasting, stewing, frying, steaming, combination cookery</li> </ul> <p><b>Requirements of dish (all)</b></p> <ul style="list-style-type: none"> <li>Type of cut, appearance of finished dish, flavour, aroma, temperature, colour, consistency, texture</li> </ul>
<p>LO3 Finish poultry, meat and game using a range of techniques and skills</p>	<p>3.1 Finish the poultry, meat or game dish to agreed quality standard</p> <p>3.2 Serve the finished poultry, meat or game dish in an appropriate manner</p> <p>3.3 Demonstrate professional, safe and hygienic kitchen practices</p>	<p><b>Finish (5 to include dressing/saucing)</b></p> <ul style="list-style-type: none"> <li>Portion (portion size/ control, yield), garnish, consistency, dressings/saucing, use of foams flavourings, seasoning, temperature</li> </ul> <p><b>Serve (2)</b></p> <ul style="list-style-type: none"> <li>Plated, silver service, buffet, style of establishment</li> </ul> <p><b>Kitchen practices (all)</b></p> <ul style="list-style-type: none"> <li>Appearance, health &amp; safety advanced techniques, use tools and equipment with precision/ speed safely, work to timescale adjusting as necessary</li> </ul>

<b>Unit Title</b>	<b>Techniques and Skills in Preparation, Cooking and Finishing Fish and Shellfish</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills required to prepare, cook and finish fish and shellfish using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
<b>Level</b>	3
<b>Credit Value</b>	5

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>	<b>Indicative Content</b>
LO1 Prepare fish and shellfish for cooking and finishing using a range of techniques and skills	<p>1.1 Select the type and quantity of fish and shellfish required for the dish</p> <p>1.2 Check the fish and shellfish to ensure they meet requirements and quality standards</p> <p>1.3 Select preparation methods suitable for the requirements of the dish</p> <p>1.4 Prepare the fish and shellfish to maintain the quality and meet the requirements of the dish</p>	<p>The minimum number of items of those listed in each category that should be covered is shown in brackets ( ).</p> <p><b>Fish and Shellfish (6 to include 2 shellfish)</b></p> <ul style="list-style-type: none"> <li>• Fish- round, flat, oily, exotic, fresh water</li> <li>• Shellfish -Crustacean, molluscs, cephalopods</li> </ul> <p><b>Check (all)</b></p> <ul style="list-style-type: none"> <li>• Fish -Freshness (e.g. eyes, gills, scales) aroma, colour, texture</li> <li>• Shellfish – Freshness (alive, shell intake), aroma, colour, texture</li> </ul> <p><b>Preparation methods</b></p> <ul style="list-style-type: none"> <li>• <b>Fish (10 to include 3 cuts) -</b> gutting, filleting, cutting (darne, goujon, plait, paupiette, suprême, tronçon) trimming, skinning, marinating, coating, topping (e.g. herb crust) covering (e.g. en croûte)</li> <li>• <b>Shellfish (4) –</b> shelling, washing, marinating, coating, blending, cutting</li> </ul> <p><b>Requirements of the dish (all)</b></p> <ul style="list-style-type: none"> <li>• Portion, size, appearance, flavour, aroma, temperature, colour, consistency, texture</li> </ul>

<p>LO2 Cook fish and shellfish for finishing using a range of techniques and skills</p>	<p>2.1 Select methods of cookery which meet the requirements of the dish</p> <p>2.2 Use methods of cookery which meet the requirements of the dish</p>	<p><b>Methods of cookery (6)</b></p> <ul style="list-style-type: none"> <li>Boiling, poaching, steaming, baking, grilling, stewing shallow/deep frying roasting, combined cookery methods, degree of cooking</li> </ul> <p><b>Requirements of the dish (all)</b></p> <ul style="list-style-type: none"> <li>Ingredient type, portion size, appearance, flavour, aroma, temperature, colour, consistency, texture</li> </ul>
<p>LO3 Finish fish and shellfish dishes using a range of techniques and skills</p>	<p>3.1 Finish the fish and shellfish dish to agreed quality standard</p> <p>3.2 Serve the finished fish and shellfish dish in an appropriate manner</p> <p>3.3 Demonstrate professional, safe and hygienic kitchen practices</p>	<p><b>Finish (6)</b></p> <ul style="list-style-type: none"> <li>Portion, portion control, yield, garnish, consistency, dressings, flavourings, seasoning, temperature saucing</li> </ul> <p><b>Serve (2)</b></p> <ul style="list-style-type: none"> <li>Plated, silver service, family service, buffet, style of establishment</li> </ul> <p><b>Kitchen practices (all)</b></p> <ul style="list-style-type: none"> <li>Appearance, health &amp; safety advanced techniques, use tools and equipment with precision/speed safely, work to timescale adjusting as necessary</li> </ul>

<b>Unit Title</b>	<b>Techniques and Skills in Producing Frozen, Cold and Hot Desserts</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills required to producing frozen cold and hot desserts using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
<b>Level</b>	3
<b>Credit Value</b>	5

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>	<b>Indicative Content</b>
LO1 Prepare frozen, cold and hot desserts for cooking and finishing using a range of techniques and skills	<p>1.1 Select the type and quantity of ingredients required for the dish</p> <p>1.2 Check the ingredients to ensure they meet requirements and quality standards</p> <p>1.3 Select preparation methods suitable for the requirements of the dish</p> <p>1.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish</p>	<p>The minimum number of items of those listed in each category that should be covered is shown in brackets ( ).</p> <p><b>Ingredients (all)</b></p> <ul style="list-style-type: none"> <li>• Dairy, dried goods (e.g. sugar, chocolate, flour, flavourings), fruit</li> </ul> <p><b>Check (all)</b></p> <ul style="list-style-type: none"> <li>• Freshness, aroma, texture, colour</li> </ul> <p><b>Preparation methods (5)</b></p> <ul style="list-style-type: none"> <li>• Emulsification, aeration, use of flavourings, use of setting agents, chocolate tempering, sugar boiling, moulding, piping</li> </ul> <p><b>Requirements of the dish (all)</b></p> <ul style="list-style-type: none"> <li>• Portion, size, appearance, flavour, aroma, temperature, colour, consistency, texture</li> </ul>

<p>LO2 Cook frozen, cold and hot desserts for finishing using a range of techniques and skills</p>	<p>2.1 Select methods of cookery which meet the requirements of the dish</p> <p>2.2 Use methods of cookery which meet the requirements of the dish</p>	<p><b>Methods of cookery (3)</b></p> <ul style="list-style-type: none"> <li>Boiling, poaching, steaming, baking, stewing shallow/deep frying roasting, combined cookery methods, degree of cooking</li> </ul> <p><b>Requirements of the dish (all)</b></p> <ul style="list-style-type: none"> <li>Portion, size, appearance, flavour, aroma, temperature, colour, consistency, texture</li> </ul>
<p>LO3 Finish frozen, cold and hot desserts using a range of techniques and skills</p>	<p>3.1 Finish the dish to agreed quality standard</p> <p>3.2 Serve the finished dish to agreed quality standard and at an appropriate temperature</p> <p>3.3 Demonstrate professional, safe and hygienic kitchen practices</p>	<p><b>Finish (all)</b></p> <ul style="list-style-type: none"> <li>Cooling, de-moulding, decorating (piping, glazing, gratinating, freezing) store hot cold and frozen desserts correctly prior to service</li> </ul> <p><b>Serve (2)</b></p> <ul style="list-style-type: none"> <li>Plated, silver service, buffet, style of establishment</li> </ul> <p><b>Kitchen practices (all)</b></p> <ul style="list-style-type: none"> <li>Appearance, health &amp; safety advanced techniques, use tools and equipment with precision/speed safely, work to timescale adjusting as necessary</li> </ul>

<b>Unit Title</b>	<b>Techniques and Skills in Baking and Baked Products</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills and techniques and skill required in producing baking and baked products using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
<b>Level</b>	3
<b>Credit Value</b>	5

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>	<b>Indicative content</b>
LO1 Prepare baked products for cooking and finishing using a range of techniques and skills	<p>1.1 Select the type and quantity of ingredients required for the baked product</p> <p>1.2 Check the ingredients to ensure they meet requirements and quality standards</p> <p>1.3 Select preparation methods suitable for the requirements of the baked product</p> <p>1.4 Prepare the ingredients to maintain the quality and meet the requirements of the baked product</p>	<p>The minimum number of items of those listed in each category that should be covered is shown in brackets ( ).</p> <p><b>Ingredients (8, to include 4 dried goods)</b></p> <ul style="list-style-type: none"> <li>Dried goods (flour, fruits, dried fruit, sugar, flavourings, spices), herbs, dairy products, fats, meat, chicken, fish, vegetables</li> </ul> <p><b>Check (all)</b></p> <ul style="list-style-type: none"> <li>Freshness, aroma, texture, colour, use by date, best before date</li> </ul> <p><b>Preparation methods 10)</b></p> <ul style="list-style-type: none"> <li>Sifting, mixing, blending, rubbing, rolling, cutting, shaping, folding, laminating, creaming, emulsification, fermentation, greasing, lining, portioning, filling, stuffing,</li> </ul> <p><b>Requirements of the baked product (all)</b></p> <ul style="list-style-type: none"> <li>Portion, size, appearance, flavour, aroma, temperature, colour, consistency, texture</li> </ul>

<p>LO2 Cook baked products for finishing using a range of techniques and skills</p>	<p>2.1 Select methods of cookery which meet the requirements of the baked product</p> <p>2.2 Use methods of cookery which meet the requirements of the baked product</p>	<p><b>Methods of cookery (2)</b></p> <ul style="list-style-type: none"> <li>Baking, bain-marie, combination cookery</li> </ul> <p><b>Requirements of the baked product (all)</b></p> <ul style="list-style-type: none"> <li>Portion, size, appearance, flavour, aroma, temperature, colour, consistency, texture</li> </ul>
<p>LO3 Finish baked products using a range of techniques and skills</p>	<p>3.1 Finish the baked product to agreed quality standard</p> <p>3.2 Serve the finished dish in an appropriate manner</p> <p>3.3 Demonstrate professional, safe and hygienic kitchen practices</p>	<p><b>Finish (7)</b></p> <ul style="list-style-type: none"> <li>Glazing, dusting, piping, decorating, filling, rolling, smoothing, coating, dipping, icing/fondant, portioning, glazing</li> </ul> <p><b>Serve (2)</b></p> <ul style="list-style-type: none"> <li>Plated, silver service, buffet, style of establishment</li> </ul> <p><b>Kitchen Practices (all)</b></p> <ul style="list-style-type: none"> <li>Appearance, health &amp; safety advanced techniques, use tools and equipment with precision/speed safely, work to timescale adjusting as necessary</li> </ul>

<b>Unit Title</b>	<b>Food Safety and Hygiene</b>
<b>Unit aim and purpose</b>	This unit aims to ensure students obtain knowledge and understanding of the importance of food hygiene and good hygienic practices and controls, food hazards, and how food safety management can be applied within the workplace.
<b>Level</b>	2
<b>Credit Value</b>	1

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>	<b>Indicative Content</b>
LO1 Understand how to meet the legal requirements of maintaining food safety within the workplace	<p>1.1 Outline the legal responsibilities of food handlers and operators</p> <p>1.2 Explain how compliance with legislation can be monitored and reported</p> <p>1.3 Explain why the following are important: food safety procedures, safe food handling and behaviour, and risk assessment</p>	<ul style="list-style-type: none"> <li>• Food handlers and the law</li> <li>• HACCP legislation</li> <li>• SFBB Safer Food Better Business</li> <li>• Reporting procedures – sickness</li> <li>• Accident reporting</li> <li>• Understanding food poisoning</li> <li>• Compliance with EHO</li> <li>• Record keeping</li> <li>• Potential harm to customers, colleagues and others</li> <li>• Risk to business</li> <li>• Risk to self</li> <li>• Kitchen hazards including physical and biological</li> <li>• Best practice in handling food, to produce safe food</li> <li>• Personal behaviour in the kitchen including: personal hygiene, effects of poor personal hygiene</li> </ul>
LO2 Understand why personal hygiene and cleanliness are important within the workplace	<p>2.1 Explain the importance of personal hygiene for food handlers</p> <p>2.2 Describe the main aspects of personal hygiene for food handlers</p>	<ul style="list-style-type: none"> <li>• Prevention of transmission of bacteria</li> <li>• Protective clothing - hair covering and shoes</li> <li>• Appropriate conduct</li> <li>• Handwashing and nails</li> <li>• Personal illness</li> <li>• Wounds and cuts</li> </ul>

<p>LO3 Understand how to maintain the work areas in a clean and hygienic manner</p>	<p>3.1 Explain how to keep work areas and equipment clean and tidy</p> <p>3.2 Identify and explain methods of work flow and good kitchen practices to reduce contamination</p> <p>3.3 Outline the importance of pest control</p>	<ul style="list-style-type: none"> <li>• Avoiding contamination</li> <li>• Cleaning methods – work area and equipment</li> <li>• Storage of cleaning chemicals</li> <li>• Use of cleaning chemicals and materials</li> <li>• Waste disposal – different types of waste</li> <li>• Work flow – low and high-risk areas</li> <li>• Work surfaces</li> <li>• Equipment</li> </ul>
<p>LO4 Understand how to keep food safe</p>	<p>4.1 Identify sources and risks of contamination and cross contamination to food safety.</p> <p>4.2 Explain how to recognise, report and dispose of food spoilage</p> <p>4.3 Explain the practices and procedures for safe food handling during the storage, preparation, cooking, chilling, reheating, holding, serving and transporting of food.</p> <p>4.4 Describe the importance of temperature controls at all stages of food handling</p> <p>4.5 Explain food stock control procedures</p>	<ul style="list-style-type: none"> <li>• High risk groups</li> <li>• Sources of contamination – allergenic, microbial, chemical, physical</li> <li>• Food spoilage – recognition, how to report it and how to dispose of it</li> <li>• Safe food handling practices and procedures</li> <li>• Temperature controls in storage, cooking, reheating and service of food</li> <li>• Stock control procedures including deliveries, storage, labelling and stock rotation</li> </ul>

<b>Unit Title</b>	<b>Menu Planning</b>
<b>Unit purpose and aims</b>	The aim of this unit is to provide the knowledge about basic principles of menu planning. It will also increase awareness about the costing of dishes, and the elements of costs to be considered.
<b>Level</b>	3
<b>Credit Value</b>	4

<b>Learning Outcomes At the end of this unit the learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Indicative content</b>
<b>LO1: Design menus to satisfy different requirements</b>	<p>1.1 Clarify the needs of customers</p> <p>1.2 Produce a menu that meets customers' requirements as well as addressing nutrition, dietary and seasonality concerns</p> <p>1.3 Design a menu for different meals</p>	<p>1.1 Dietary, time, allergies, budgets, style of food</p> <p>1.2 Balanced, limit use of calorific items and cooking methods, seasonal products, diets requirements</p> <p>1.3 Types of meals such as breakfast, lunch, dinner, buffet, afternoon tea, canapes party</p>
<b>LO2: Produce menus within budget specifications</b>	<p>2.1 Produce a menu in accordance with budget constraints</p> <p>2.2 Select the type, quantity and quality of ingredients to meet the budgetary and dish requirements.</p> <p>2.3 Enhance dishes to improve appearance and attractiveness</p> <p>2.4 Present menus in a format appropriate for a variety of occasions</p>	<p>2.1 Limited food costs, increased food costs</p> <p>2.2 Cost effective, limit waste, quality, suitable for type of dish and meal</p> <p>2.3 Use of relevant decorative items, shapes, cuts, effective use of colours</p> <p>2.4 Attractive, linked to occasions, use of colours, type of support, paper</p>

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**LEVEL 3 EXTENDED  
CERTIFICATE IN  
PROFESSIONAL COOKERY**

**ASSIGNMENTS  
AND ASSIGNMENT MARK  
SHEETS**

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## **Menu Planning (Ofqual H/615/8294)**

<b>Assessment methodology</b>
<b>Assignment</b>

## Sample Assignment Instructions

<b>Unit title</b>	<b>Menu Planning Unit</b>
<b>Ofqual number</b>	<b>H/615/8294</b>
<b>Credit value</b>	<b>4</b>
<b>Level</b>	<b>3</b>

This unit to be assessed by assignment

### Assignment instructions

Students must show their knowledge and understanding of the unit of assessment and any recommended reading. Assignments must include evidence that shows that the student meets all the Learning Outcomes and Assessment Criteria of the unit.

One electronic copy of the final assignment report should be submitted. This should include a front cover page with the student's and tutor's declaration.

### Delivery strategies – Menu Planning Assignment

Students need to develop the skills to design, develop and create menus for a variety of occasions and events. They must develop creativity and the ability to make judgements about menu design to meet the requirements of their customers, taking into consideration controlling factors such as seasonality, nutritional requirements and budget restrictions.

Students must also develop the ability to evaluate menus and make decisions as to whether menu dishes should be adapted in order to meet customer requirements whilst maintaining the quality of the menu.

It is also a requirement that students develop the skills to present menus in a creative and professional manner and format.

### Assignment task

Students are required to design menus for each of the following groups of clients listed below. Consider all the information given on the clients including their dietary requirements. Students also should consider the factors that influence the planning and design of menus.

#### Menu One

<b>Event</b>	<b>50<sup>TH</sup> Birthday lunch</b>
Number of guests	10
Age range	15 to 60
Meal time	Lunch
Month	July
Type of menu	Table d'hote
Allergies / Dietary Requirements	1 guest does not eat fish
Budget	£25 per person
Design a menu for the birthday lunch.	
Notes: List at least five factors that you have taken into account when planning this menu.	

#### Menu Two

<b>Event</b>	<b>First wedding anniversary party</b>
Number of guests	8
Age range	25 to 40
Meal time	Dinner
Month	September
Type of menu	Set menu (see additional information below)
Allergies / Dietary Requirements	None
Budget	£20 per person
The hosts are planning a dinner party to celebrate their first wedding anniversary, the guests are close friends. They realise they cannot afford their favourite meal and have asked you to suggest an alternative menu within the price range.	
Favourite menu -	
<ul style="list-style-type: none"> <li>• Lobster ravioli with a bisque sauce</li> <li>• Fillet steak in a bordelaise sauce with truffle-scented pomme puree and griddled asparagus</li> <li>• Plum and frangipane tart with calvados ice cream</li> </ul>	
Notes: List at least five factors that you have taken into account when planning this menu.	

**Mark Allocation**

<b>Student Name:</b>	<b>Student Number:</b>
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There is a total of 100 marks available for each of the five menus in this assignment and the marks will be allocated as follows:

<b>Assessment Criteria</b>	<b>Number of Marks Available</b>	<b>1<sup>st</sup> marker (marks)</b>	<b>Internal verifier I/V (marks)</b>	<b>Agreed mark</b>	<b>Internal Assessor Comments</b>
<b>Menu 1: 50<sup>th</sup> Birthday lunch</b>					
The needs of customers are clear	15 Marks				
Meet customers' requirements including nutrition, dietary and seasonality	15 marks				
Design a menu for different meals	10 marks				
The menu is produced in accordance with budget constraints	20 marks				
Type, quantity and quality of ingredients are selected to meet requirements	15 marks				
Dishes are enhanced to improve appearance and attractiveness	10 marks				
Menu is presented in an appropriate format to suit the occasion	15 marks				
<b>Total Number of Marks:</b>	100 marks				

**Total Number of Marks:**

Note the mark given by the first market and internal verifier is only provisional. The final mark will be the mark entered in the CTH Final Mark column.

## EXAMPLE OF PORTFOLIO EVIDENCE/RECIPE REQUIREMENT •

### Mushroom Risotto

#### Ingredients:

- 50g dried porcini mushrooms
- 1 vegetable stock cube
- 2 tbsp olive oil
- 1 onion, finely chopped
- 2 garlic cloves, finely chopped
- 250g pack chestnut mushroom, sliced and washed
- 300g risotto rice, such as Arborio
- 1 x 175ml glass white wine
- 25g butter
- handful parsley leaves, chopped
- 50g Parmesan or grana Padano, freshly grated



#### Method:

1. Put the dried mushrooms into a large bowl and pour over 1 litre boiling water. Soak for 20 mins, then drain into a bowl, discarding the last few tbsp of liquid left in the bowl. Crumble the stock cube into the mushroom liquid, then squeeze the mushrooms gently to remove any liquid. Chop the mushrooms.
2. Heat the oil in a shallow saucepan or deep frying pan over a medium flame. Add the onions and garlic, then fry for about 5 mins until soft. Stir in the fresh and dried mushrooms, season with salt and pepper and continue to cook for 8 mins until the fresh mushrooms have softened.
3. Tip the rice into the pan and cook for 1 min. Pour over the wine and let it bubble to nothing so the alcohol evaporates. Keep the pan over a medium heat and pour in a quarter of the mushroom stock. Simmer the rice, stirring often, until the rice has absorbed all the liquid. Add about the same amount of stock again and continue to simmer and stir - it should start to become creamy, plump and tender. By the time the final quarter of stock is added, the rice should be almost cooked.
4. Continue stirring until the rice is cooked. If the rice is still undercooked, add a splash of water. Take the pan off the heat, add the butter and scatter over half the cheese and the parsley. Cover and leave for a few mins so that the rice can take up any excess liquid as it cools a bit. Give the risotto a final stir, spoon into bowls and scatter with the remaining cheese and parsley.

**Student's comments:** (these can be hand-written if they are legible)

The rice was slightly over cooked. I used a little too much wine which made the taste a bit unpleasant. Good mushroom flavour, sufficient seasoning. Next time, I'll make sure I get all ingredients ready and weighed before I start cooking.

**Assessor's feedback:** (this can be hand-written if it is legible)

Section a little disorganised at time. Be careful with H&S, you had too many ingredients on your work surface at times. Keep dairy in the fridge when you don't need it (butter). The rice as left on the stove for too long so it was a little overcooked. Good colour and flavour. Next time, try to plan your step by step in order to be more organised. Good overall dish.

**Indicative content covered:** (supported by the assessor's comments)

These can be hand written if they are legible.

-Vegetarian cookery unit: Use of different ingredients, methods of cookery, ingredient combinations,

Knife skills, peeling, chopping, slicing, mixing, blending, weighing

Temperature control, correct degree of cooking, timing

Portioning, finishing, garnishes, temperature, texture, flavour, aroma, colour, consistency

Appearance, health & safety advanced techniques, use tools and equipment with precision/  
speed safely, work to timescale adjusting as necessary