

Unit 308: Produce and present advanced main course dishes using standardised recipes

Sample scheme of work

This sample scheme of work covers classroom-based learning for Unit 308. It is based on 120 hours covering 24 sessions. It is an example only of a possible scheme of work and is based on theory and practical within a further education centre but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners' needs.

Unit 308 is designed as a stand-alone unit and should be used in conjunction with the standards set for the qualification to ensure full coverage of the learning requirements. However, there are elements of coverage within all the other units within the qualification.

You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.

Reference is made within the scheme of work to **worksheets, handouts and PowerPoint presentations** (in **black bold**) that are available on SmartScreen.co.uk for tutors to use with learners. Any other resources listed are not provided on SmartScreen but provide

guidance for the tutor as to others they may produce. Delivery timings are given; however, these can be amended to suit the group. The content of presentations, discussions, explanations etc are left to the professionalism of the course tutor.

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

- Health and Safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- Core skills (mathematics, reading, writing, speaking and listening)
- Extension tasks and differentiation, inclusion, entitlement and equality issues
- Spiritual, moral, social and cultural issues
- Environmental education
- Countries values
- Use of information learning technology (ILT).

Unit 308: Produce and present advanced main course dishes using standardised recipes

Sample scheme of work

Course/qualification: _____ Tutor's name: _____

Number of sessions: 24 Delivery hours: 120 Venue: _____ Group: _____

Aims

- To provide learners with the skills in how to produce and present advanced main course dishes using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs
- Learners will use classical and contemporary methods of preparation to create the main course to a meal experience or lunch option for the guest suitable for restaurant and volume catering.

Learning outcomes

To enable learners to:

- prepare, cook and serve advanced meat, poultry and offal main course dishes
- prepare, cook and serve advanced fish, shellfish & crustacean main course dishes
- prepare, cook and serve advanced vegetarian main course dishes
- prepare, cook and serve hot sauces for advanced dishes
- prepare, cook and serve advanced side dishes.

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>1</p> <p>3 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced meat, poultry and offal main course dishes</p> <p>Learning outcome 2: Be able to prepare, cook and serve advanced fish, shellfish & crustacean main course dishes</p> <p>Learning outcome 3: Be able to prepare, cook and serve advanced vegetarian main course dishes</p> <p>Learning outcome 4: Be able to prepare, cook and serve hot sauces for advanced dishes</p> <p>Learning outcome 5: Be able to prepare, cook and serve advanced side dishes</p> <p>1.1 Check quality of ingredients</p> <p>1.2 Determine correct quantity of ingredients</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Get individuals to think about their favourite meat, poultry, offal, vegetarian and fish dishes (one from each) and then justify why they are their favourite dishes, describing the characteristic of the dishes. Individuals should present and discuss as a class. • Outline the focus of the lesson. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Activity: Ask the group to discuss what they think makes a good chef de partie. Encourage small group discussion of what are the skills and knowledge a chef de partie needs to work in a busy professional kitchen and to produce advanced main courses and display on a white board their reason to the class and explain their rationale for doing so. • Deliver PowerPoint presentation 2: Ingredients advanced main courses • Group discussion: Discuss the importance and reasons for being able to change a recipe to fit the requirements of the organisation and the guests. Individuals to discuss with peers and then as a group. • Activity: Task learners as individuals to think about their favourite advanced main courses dish as discussed in the starter session. Ask them to research using the internet the ingredients used in the dish, classify them into different groups and suggest what alternative ingredients could be used if the ingredient wasn't available. • Activity 1: Advanced main course dishes ingredients. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Activity 1</p> <p>Activity 2</p> <p>Activity 3</p> <p>Worksheet 1</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Deliver PowerPoint presentation 1: Quality and quantity checks. • Activity: Task learners as individuals to think about the advanced main course dishes they used for the previous activity. Ask them to identify the quality checks they would undertake for the ingredients used within the dishes. • Activity 2: Advanced main course dishes ingredients quality checks. • Activity 3: 1-minute paper: learners to summarise the key points about the checking the quality and quantity of ingredients used in advanced main course dishes covered in the lesson. Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p><u>Independent learning:</u></p> <ul style="list-style-type: none"> • Worksheet 1: Modern and contemporary main course dishes <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 1 • PowerPoint presentation 2 • Activity 1 • Activity 2 • Activity 3 • Worksheet 1 • Handout 1 • Handout 2 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>2</p> <p>2 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced meat, poultry and offal main course dishes</p> <p>Learning outcome 2: Be able to prepare, cook and serve advanced fish, shellfish & crustacean main course dishes</p> <p>Learning outcome 3: Be able to prepare, cook and serve advanced vegetarian main course dishes</p> <p>Learning outcome 4: Be able to prepare, cook and serve hot sauces for advanced dishes</p> <p>Learning outcome 5: Be able to prepare, cook and serve advanced side dishes</p> <p>1.3 Monitor the safe use of equipment used when making advanced main course dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Recap previous session • Task learners to list on a whiteboard the quality and quality check associated with the production of advanced main course dishes. • Learners to complete Worksheet 2: Ingredients quality checks. • This should be completed independently and handed in to the tutor when completed set a time limit of 20 minutes. • Outline the focus of the lesson to include small and large equipment for advanced main course dishes. • Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Activity: Think-pair-share. Ask learners to in small groups to write down what current, modern technology/large equipment is used in the main kitchen. Learners should then discuss their ideas with a partner before sharing with the group. Ask the pairs to display on a whiteboard their reason to the class and explain their rationale for doing so. • Deliver PowerPoint presentation 3: Large equipment for advanced main course dishes. • Group discussion: Discuss the importance and reasons for the safe use, cleaning and storage of equipment. Individuals to discuss with peers and then as a group. • Activity: Learners in small groups to think about the pieces of large equipment they discussed in the introductory task and research using the internet one of those pieces of equipment to produce a summary and safe usage guidance. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p> <p>Worksheet 2</p> <p>Activity 4</p> <p>Activity 5</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Activity 4: Equipment summary guide. Set a time limit of 40 minutes. Discuss/fill gaps as a class. • Deliver PowerPoint presentation 4: Small equipment for advanced main course dishes • Activity: Task learners as pairs to think about one main course fish dish they could produce for a VIP meal and get them to identify the small equipment need to produce the dish. • Activity 5: VIP main course fish dish equipment list. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Activity 3: 1-minute paper: Learners to summarise the key points about the use of large and small equipment covered in the lesson. Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners. • Group question and answer session: individual learner’s oral questions specific to the topic. <p><u>Independent learning:</u></p> <ul style="list-style-type: none"> • Using the internet, learners are to research a Michelin starred restaurant and analysis the main course menu and explain why they believe the dishes on the menu have been chosen i.e. indicative points should include restaurant/chef style, seasonality, number of items on the menu etc • Learners to complete Worksheet 3: Large and small equipment. This should be completed independently and handed in to the tutor at the next session. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 3 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • PowerPoint presentation 3 • Activity 3 • Activity 4 • Activity 5 • Worksheet 2 • Worksheet 3 	
<p>3 3 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced meat, poultry and offal main course dishes</p> <p>1.4 Prepare a range of advanced main courses dishes using correct preparation methods</p> <p>1.5 Cook a range of advanced main courses dishes using different methods of cookery</p> <p>1.6 Apply quality checks during the cooking of advanced main courses dishes</p> <p>1.7 Use equipment safely during the cooking of advanced main courses dishes</p> <p>1.8 Finish a range of advanced main courses dishes using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Recap previous session • Task learners to list on a whiteboard the safe use of both large and small equipment checks associated with the production of advanced main course dishes. In addition, undertake a short quiz based on the types of equipment used. • Learners to submit to the tutor their research on a Michelin starred restaurant and analysis on the main menu and explain why they believe the dishes on the menu have been chosen. Tutor to mark post lesson and provide individual feedback to the learner. • Activity: Think-pair-share: Ask learners to in small groups to think about a well-recognised meat, poultry or offal main course dish. Groups to redesign the dishes to apply modern cookery techniques and ingredients for example deconstruction of the dish. Groups should present and discuss as a class. Set a time limit of 20 minutes. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced meat, poultry and offal main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Activity 6</p> <p>Activity 7</p> <p>Worksheet 4</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Deliver PowerPoint Presentation 5: Preparation methods for advanced meat, poultry and offal main course dishes. • Group discussion: Discuss the importance, impact and reasons for following recipes in the production of advanced meat, poultry and offal main course dishes. Individuals to discuss with peers and then as a group. • Activity: Tutor to provide learners with a number of different recipes for advanced meat, poultry and offal main course dishes. Learners as small groups to think and identify the different types of preparation methods used in the production of the dish • Activity 6: Advanced meat, poultry and offal main course dishes preparation. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Deliver PowerPoint presentation 6: Cooking methods for advanced meat, poultry and offal main course dishes. • Deliver PowerPoint presentation 7: Finishing methods for advanced meat, poultry and offal main course dishes. • Activity: Using the recipes and dishes provided by the tutor earlier in the session, learners as small groups are to design how the dish would be presented on the plate and served to the guest. They must provide a justification on the design and service of the dish. Paper and coloured pens/pencils should be provided. • Activity 7: Advanced meat, poultry and offal main course plating. Set a time limit of 40 minutes. Discuss/fill gaps as a class • Group discussion: Discuss the importance of temperature and time when cooking and producing advanced meat, poultry and offal main course dishes. 	

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		<ul style="list-style-type: none"> • Group question and answer session: Individual learner’s oral questions specific to the topic. <p><u>Independent learning:</u></p> <ul style="list-style-type: none"> • Using the internet, learners are to design an innovative poultry, meat or offal dish that could be served on a new menu launch. • Learners to complete Worksheet 4: Prep, cook and finish advanced meat, poultry and offal main course dishes. This should be completed independently and handed in to the tutor at the next session. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 5 • PowerPoint presentation 6 • PowerPoint presentation 7 • Activity 6 • Activity 7 • Worksheet 4 • Handout 3 • Handout 4 • Handout 5 • Handout 6 	
<p>4 6 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced meat, poultry and offal main course dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Recap previous session 	

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	<p>1.4 Prepare a range of advanced meat, poultry and offal main courses dishes using correct preparation methods</p> <p>1.5 Cook a range of advanced meat, poultry and offal main courses dishes using different methods of cookery</p> <p>1.6 Apply quality checks during the cooking of advanced meat, poultry and offal main courses dishes</p> <p>1.7 Use equipment safely during the cooking of advanced meat, poultry and offal main courses dishes</p> <p>1.8 Finish a range of advanced meat, poultry and offal main courses using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Task learners to list on a whiteboard the different types of finishing methods associated with the production of advanced meat, poultry and offal main course dishes. In addition, undertake a short quiz based on the types of dishes that can be produced. • Having set a preparation task in the previous session, Worksheet 4: Prep, cook and finish advanced meat, poultry and offal main course dishes, individual learners to present their paper for peer review/marketing and any areas of concern should be addressed to the tutor for review. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced meat, poultry and offal main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes decided by the centre, to consider a wide range of different preparation, cooking and finishing methods, showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced meat, poultry and offal main course dishes using the boiling method of cookery ○ advanced meat, poultry and offal main course dishes using the poaching method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration, task learners to prepare, cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> Group question and answer session: Individual learner's oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> Recipes from the centre 	
5 6 hours	<p>Learning outcome 1: Be able to prepare, cook and finish advanced meat, poultry and offal main course dishes</p> <p>1.4 Prepare a range of advanced meat, poultry and offal main courses dishes using correct preparation methods</p> <p>1.5 Cook a range of advanced meat, poultry and offal main courses dishes using different methods of cookery</p> <p>1.6 Apply quality checks during the cooking of advanced meat, poultry and offal main courses dishes</p> <p>1.7 Use equipment safely during the cooking of advanced meat, poultry and offal main courses dishes</p> <p>1.8 Finish a range of advanced meat, poultry and offal main courses using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced meat, poultry and offal main course dishes. Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced meat, poultry and offal main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. Provide learners with recipes decided by the centre, to consider a wide range of different preparation, cooking and finishing methods, showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced meat, poultry and offal main course dishes using the baking method of cookery ○ advanced meat, poultry and offal main course dishes using the simmering method of cookery. Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	
<p>6 6 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced meat, poultry and offal main course dishes</p> <p>1.4 Prepare a range of advanced meat, poultry and offal main courses dishes using correct preparation methods</p> <p>1.5 Cook a range of advanced meat, poultry and offal main courses dishes using different methods of cookery</p> <p>1.6 Apply quality checks during the cooking of advanced meat, poultry and offal main courses dishes</p> <p>1.7 Use equipment safely during the cooking of advanced meat, poultry and offal main courses dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection on the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced meat, poultry and offal main course dishes. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced meat, poultry and offal main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes decided by the centre, consider inga wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced meat, poultry and offal main course dishes using the steaming method of cookery ○ advanced meat, poultry and offal main course dishes using the roasting method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.8 Finish a range of advanced meat, poultry and offal main courses using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre. 	
<p>7 6 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced meat, poultry and offal main course dishes</p> <p>1.4 Prepare a range of advanced meat, poultry and offal main courses dishes using correct preparation methods</p> <p>1.5 Cook a range of advanced meat, poultry and offal main courses dishes using different methods of cookery</p> <p>1.6 Apply quality checks during the cooking of advanced meat, poultry and offal main courses dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced meat, poultry and offal main course dishes. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced meat, poultry and offal main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced meat, poultry and offal main course dishes using the grilling method of cookery 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.7 Use equipment safely during the cooking of advanced meat, poultry and offal main courses dishes</p> <p>1.8 Finish a range of advanced meat, poultry and offal main courses using appropriate finishing methods</p>	<ul style="list-style-type: none"> ○ advanced meat, poultry and offal main course dishes using the sous vide method of cookery. ● Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. ● Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. ● Explain the requirements to evaluate each and every dish against their specification. ● Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> ● Recipes from the centre 	
<p>8 6 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced meat, poultry and offal main course dishes</p> <p>1.4 Prepare a range of advanced meat, poultry and offal main courses dishes using correct preparation methods</p> <p>1.5 Cook a range of advanced meat, poultry and offal main courses dishes using different methods of cookery</p>	<p>Activities:</p> <ul style="list-style-type: none"> ● Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced meat, poultry and offal main course dishes. ● Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced meat, poultry and offal main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.6 Apply quality checks during the cooking of advanced meat, poultry and offal main courses dishes</p> <p>1.7 Use equipment safely during the cooking of advanced meat, poultry and offal main courses dishes</p> <p>1.8 Finish a range of advanced meat, poultry and offal main courses using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Provide learners with recipes, these recipes are decided by the centre and will consider a wide range of different preparation, cooking and finishing methods showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced meat, poultry and offal main course dishes using the stewing method of cookery ○ advanced meat, poultry and offal main course dishes using the shallow-frying method of cookery ○ advanced meat, poultry and offal main course dishes using the deep-frying method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	
<p>9 3 hours</p>	<p>Learning outcome 2: Be able to prepare, cook and finish advanced fish, shellfish & crustacean main course dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the 	<p>Tutor observation</p> <p>Question and answer</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.4 Prepare a range of advanced fish, shellfish and crustacean main course dishes using correct preparation methods</p> <p>2.5 Cook a range of advanced fish, shellfish and crustacean main course dishes using different methods of cookery</p> <p>2.6 Apply quality checks during the cooking of advanced fish, shellfish and crustacean main course dishes</p> <p>2.7 Use equipment safely during the cooking of advanced fish, shellfish and crustacean main course dishes</p> <p>2.8 Finish a range of advanced fish, shellfish and crustacean main course using appropriate finishing methods</p>	<p>production, cooking and finishing of advanced meat, poultry and offal main course dishes.</p> <ul style="list-style-type: none"> • Activity: Think-pair-share: Ask learners in small groups to think about a classical well recognised fish, shellfish and crustacean main course dishes. Groups to redesign the dishes to apply modern cookery techniques and ingredients for example deconstruction of the dish. Groups should describe the characteristic of the new approach to the dishes. Groups should present and discuss as a class. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced fish, shellfish and crustacean main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Deliver PowerPoint presentation 8: Preparation methods for advanced fish, shellfish and crustacean main course dishes • Group discussion: Discuss the importance, impact and reasons for quality checks production of advanced fish, shellfish and crustacean main course dishes. Individuals to discuss with peers and then as a group. • Activity: Tutor to provide learners with a number of different recipes for advanced fish, shellfish and crustacean main course dishes. Learners as small groups to think and identify the different types of preparation methods used in the production of the dish. • Activity 8: Advanced fish, shellfish and crustacean main course dishes preparation. Set a time limit of 20 minutes. Discuss/fill gaps as a class. 	<p>Group activity</p> <p>Individual learner activity</p> <p>Activity 8</p> <p>Activity 9</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Deliver PowerPoint presentation 9: Cooking methods for Advanced fish, shellfish and crustacean main course dishes. • Deliver PowerPoint presentation 10: Finishing methods for advanced fish, shellfish and crustacean main course dishes. • Activity: Using the recipes and dishes provided by the tutor earlier in the session, learners as small groups are to design how the dish would be presented on the plate and served to the guest. They must provide a justification on the design and service of the dish. Paper and coloured pens/pencils should be provided. • Activity 9: Advanced fish, shellfish and crustacean main course plating. Set a time limit of 40 minutes. Discuss/fill gaps as a class • Group discussion: Discuss the importance of temperature and time when cooking and producing advanced fish, shellfish & crustacean main courses. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p><u>Independent learning:</u></p> <ul style="list-style-type: none"> • Using the internet, learners are to design an innovative advanced fish, shellfish & crustacean main courses that could be served on a new menu launch. • Learners to complete Worksheet 5: Prep, cook and finish advanced fish, shellfish and crustacean main course dishes. This should be completed independently and handed in to the tutor at the next session. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 8 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • PowerPoint presentation 9 • PowerPoint presentation 10 • Activity 8 • Activity 9 • Worksheet 5 • Handout 7 	
<p>10 6 hours</p>	<p>Learning outcome 2: Be able to prepare, cook and finish advanced fish, shellfish & crustacean main course dishes</p> <p>2.4 Prepare a range of advanced fish, shellfish and crustacean main course dishes using correct preparation methods</p> <p>2.5 Cook a range of advanced fish, shellfish and crustacean main course dishes using different methods of cookery</p> <p>2.6 Apply quality checks during the cooking of advanced fish, shellfish and crustacean main course dishes</p> <p>2.7 Use equipment safely during the cooking of advanced fish, shellfish and crustacean main course dishes</p>	<ul style="list-style-type: none"> • Recap previous session • Task learners to list on a whiteboard the different types of cooking methods associated with the production of advanced fish, shellfish and crustacean main course dishes. In addition, undertake a short quiz based on the types of dishes that can be produced. • Having set a preparation task in the previous session, Worksheet 5: Prep, cook and finish advanced fish, shellfish and crustacean main course dishes, individual learners to present their paper for peer review/marking and any areas of concern should be addressed to the tutor for review. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced fish, shellfish and crustacean main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced fish, shellfish and crustacean main course dishes using the boiling method of cookery 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.8 Finish a range of advanced fish, shellfish and crustacean main course dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> ○ advanced fish, shellfish and crustacean main course dishes using the braising method of cookery ○ advanced fish, shellfish and crustacean main course dishes using the poaching method of cookery ○ advanced fish, shellfish and crustacean main course dishes using the sautéing method of cookery. ● Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. ● Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. ● Explain the requirements to evaluate each and every dish against their specification. ● Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> ● Recipes from the centre 	
<p>11 7 hours</p>	<p>Learning outcome 2: Be able to prepare, cook and finish advanced fish, shellfish & crustacean main course dishes.</p> <p>2.4 Prepare a range of advanced fish, shellfish and crustacean main course dishes using correct preparation methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> ● Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced fish, shellfish and crustacean main course dishes. ● Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced fish, shellfish and crustacean main course dishes. Encourage Q&A and discussion in order to 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.5 Cook a range of advanced fish, shellfish and crustacean main course dishes using different methods of cookery</p> <p>2.6 Apply quality checks during the cooking of advanced fish, shellfish and crustacean main course dishes</p> <p>2.7 Use equipment safely during the cooking of advanced fish, shellfish and crustacean main course dishes</p> <p>2.8 Finish a range of advanced fish, shellfish and crustacean main course using appropriate finishing methods</p>	<p>engage and develop ideas and thinking which will help with the completion of this unit.</p> <ul style="list-style-type: none"> • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced fish, shellfish and crustacean main course dishes using the steaming method of cookery ○ advanced fish, shellfish and crustacean main course dishes using the simmering method of cookery ○ advanced fish, shellfish and crustacean main course dishes using the baking method of cookery ○ advanced fish, shellfish and crustacean main course dishes using the grilling method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology • Following the explanation and demonstration, task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>12</p> <p>7 hours</p>	<p>Learning outcome 2: Be able to prepare, cook and finish advanced fish, shellfish & crustacean main course dishes</p> <p>2.4 Prepare a range of advanced fish, shellfish and crustacean main course dishes using correct preparation methods</p> <p>2.5 Cook a range of advanced fish, shellfish and crustacean main course dishes using different methods of cookery</p> <p>2.6 Apply quality checks during the cooking of advanced fish, shellfish and crustacean main course dishes</p> <p>2.7 Use equipment safely during the cooking of advanced fish, shellfish and crustacean main course dishes</p> <p>2.8 Finish a range of advanced fish, shellfish and crustacean main course using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced fish, shellfish and crustacean main course dishes. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced fish, shellfish and crustacean main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced fish, shellfish and crustacean main course dishes using the stewing method of cookery ○ advanced fish, shellfish and crustacean main course dishes using the shallow-frying method of cookery ○ advanced fish, shellfish and crustacean main course dishes using the deep-frying method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> Group question and answer session: Individual learner's oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> Recipes from the centre 	
<p>13 3 hours</p>	<p>Learning outcome 3: Be able to prepare, cook and finish advanced vegetarian main course dishes.</p> <p>3.4 Prepare a range of advanced vegetarian main course dishes using correct preparation methods</p> <p>3.5 Cook a range of advanced vegetarian main course dishes using different methods of cookery</p> <p>3.6 Apply quality checks during the cooking of advanced vegetarian main course dishes</p> <p>3.7 Use equipment safely during the cooking of advanced vegetarian main course dishes</p> <p>3.8 Finish a range of advanced vegetarian main course using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced fish, shellfish and crustacean main course dishes. Activity: Think-pair-share: Ask learners to think about a well-recognised meat, poultry, offal fish, shellfish or crustacean main course dishes. In groups learners are to redesign the dishes to make it vegetarian and apply modern cookery techniques and ingredients, for example deconstruction of the dish. Groups should describe the characteristic of the new approach to the dishes. Groups should present and discuss as a class. Set a time limit of 20 minutes. Discuss/finish gaps as a class. Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced vegetarian main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. Deliver PowerPoint presentation 11: Preparation methods for advanced vegetarian main course dishes, Group discussion: Discuss the importance, impact and reasons for quality checks production of advanced vegetarian main 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p> <p>Activity 10</p> <p>Activity 11</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<p>course dishes. Individuals to discuss with peers and then as a group.</p> <ul style="list-style-type: none"> • Activity: Tutor to provide learners with a number of different recipes for advanced vegetarian main course dishes. Learners as small groups to think and identify the different types of preparation methods used in the production of the dish. • Activity 10: Advanced vegetarian main course dishes preparation. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Deliver PowerPoint presentation 12: Cooking methods for Advanced vegetarian main course dishes • Deliver PowerPoint presentation 13: Finishing methods for advanced vegetarian main course dishes • Activity: Using the recipes and dishes provided by the tutor earlier in the session, learners in small groups are to design how the dish would be presented on the plate and served to the guest. They must provide a justification on the design and service of the dish. Paper and coloured pens/pencils should be provided. • Activity 11: Advanced vegetarian main course plating. Set a time limit of 40 minutes. Discuss/fill gaps as a class. • Group discussion: Discuss the importance of cross contamination and safe working when cooking and producing advanced vegetarian main courses. • Group question and answer session: Individual learner's oral questions specific to the topic. <p>Independent learning:</p>	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> Using the internet, learners are to design an innovative advanced vegetarian main course that could be served on a new menu launch. Learners to complete Worksheet 6: Prep, cook and finish advanced vegetarian main course dishes. This should be completed independently and handed in to the tutor at the next session. <p>Resources:</p> <ul style="list-style-type: none"> PowerPoint presentation 11 PowerPoint presentation 11 PowerPoint presentation 11 Activity 10 Activity 11 Worksheet 6 	
14 6 hours Practical	<p>Learning outcome 3: Be able to prepare, cook and finish advanced vegetarian main course dishes</p> <p>3.4 Prepare a range of advanced vegetarian main course dishes using correct preparation methods</p> <p>3.5 Cook a range of advanced vegetarian main course dishes using different methods of cookery</p> <p>3.6 Apply quality checks during the cooking of advanced vegetarian main course dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> Recap previous session Task learners to list on a whiteboard the different types of cooking and finishing methods associated with the production of advanced vegetarian main course dishes. In addition, undertake a short quiz based on the types of dishes that can be produced. Having set a preparation task in the previous session, Worksheet 6: Prep, cook and finish advanced vegetarian main course dishes, individual learners to present their paper for peer review/marking. Any areas of concern should be addressed to the tutor for review. Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced vegetarian main course dishes. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>3.7 Use equipment safely during the cooking of advanced vegetarian main course dishes</p> <p>3.8 Finish a range of advanced vegetarian main course using appropriate finishing methods</p>	<p>Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.</p> <ul style="list-style-type: none"> • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced vegetarian main course dishes using the baking method of cookery ○ advanced vegetarian main course dishes using the blanching method of cookery ○ advanced vegetarian main course dishes using the boiling method of cookery ○ advanced vegetarian main course dishes using the braising method of cookery ○ advanced vegetarian main course dishes using the combination method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration, task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
15 7 hours	<p>Learning outcome 3: Be able to prepare, cook and finish advanced vegetarian main course dishes</p> <p>3.4 Prepare a range of advanced vegetarian main course dishes using correct preparation methods</p> <p>3.5 Cook a range of advanced vegetarian main course dishes using different methods of cookery</p> <p>3.6 Apply quality checks during the cooking of advanced vegetarian main course dishes</p> <p>3.7 Use equipment safely during the cooking of advanced vegetarian main course dishes</p> <p>3.8 Finish a range of advanced vegetarian main course using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced vegetarian main course dishes. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced vegetarian main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods ad showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced vegetarian main course dishes using the grilling method of cookery ○ advanced vegetarian main course dishes using the poaching method of cookery ○ advanced vegetarian main course dishes using the simmering method of cookery ○ advanced vegetarian main course dishes using the sous vide method of cookery ○ advanced vegetarian main course dishes using the steaming method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration, task learners to prepare and cook and finish the dishes. Encourage the learners 	<p>Tutor Observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<p>to develop their skills through observation and individual feedback.</p> <ul style="list-style-type: none"> • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	
<p>16 7 hours</p>	<p>Learning outcome 3: Be able to prepare, cook and finish advanced vegetarian main course dishes</p> <p>3.4 Prepare a range of advanced vegetarian main course dishes using correct preparation methods</p> <p>3.5 Cook a range of advanced vegetarian main course dishes using different methods of cookery</p> <p>3.6 Apply quality checks during the cooking of advanced vegetarian main course dishes</p> <p>3.7 Use equipment safely during the cooking of advanced vegetarian main course dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced vegetarian main course dishes. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced vegetarian main course dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced vegetarian main course dishes using the stewing method of cookery ○ advanced vegetarian main course dishes using the stir-frying method of cookery ○ advanced vegetarian main course dishes using the shallow-frying method of cookery 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	3.8 Finish a range of advanced vegetarian main course using appropriate finishing methods	<ul style="list-style-type: none"> ○ advanced vegetarian main course dishes using the deep-frying method of cookery. ● Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology ● Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. ● Explain the requirements to evaluate each and every dish against their specification. ● Group question and answer session: Individual learner's oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> ● Recipes from the centre 	
17 3 hours	<p>Learning outcome 4: Be able to prepare, cook and finish sauces for advanced dishes</p> <p>4.4 Prepare a range of sauces for advanced dishes using correct preparation methods</p> <p>4.5 Cook a range of sauces for advanced dishes using different methods of cookery</p> <p>4.6 Apply quality checks during the cooking of sauces for advanced dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> ● Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced vegetarian main course dishes. ● Activity: Think-pair-share: Ask learners to in small groups to think about why sauces are essential when serving advanced main courses and side dishes. Learners are to list the most common types of sauces used and their classification. Groups should present and discuss as a class. Set a time limit of 20 minutes. Discuss/fill gaps as a class. ● Outline the focus of the lesson to include: Preparation, cooking and finishing of a range of sauces for advanced dishes. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p> <p>Activity 12</p> <p>Activity 13</p> <p>Worksheet 7</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>4.7 Use equipment safely during the cooking of sauces for advanced dishes</p> <p>4.8 Finish a range of sauces for advanced dishes using appropriate finishing methods</p>	<p>Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.</p> <ul style="list-style-type: none"> • Deliver PowerPoint presentation 14: Preparation methods for a range of sauces for advanced dishes. • Group discussion: Discuss the importance, impact and reasons for quality checks production of a range of sauces for advanced dishes. Individuals to discuss with peers and then as a group. • Activity: Tutor to provide learners with a number of different recipes for a range of sauces for advanced dishes. Learners as small groups to think and identify the different types of preparation methods used in the production of the sauces. • Activity 12: Preparation of a range of sauces for advanced dishes. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Deliver PowerPoint presentation 15: Cooking methods for a range of sauces for advanced dishes. • Deliver PowerPoint presentation 16: Finishing methods for a range of sauces for advanced dishes. • Activity 13: Learners as small groups are to design a one-page fact sheet on sauces that can be given to new commis chef joining the kitchen. Paper and coloured pens/pencils should be provided or the use of IT facilities. • Group discussion: Discuss the importance of the correct holding and temperatures when cooking and producing a range of sauces for advanced dishes. • Group question and answer session: Individual learner's oral questions specific to the topic. 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Learners to complete Worksheet 7: Prep, cook and finish sauces for advanced dishes. This should be completed independently and handed in to the tutor at the next session. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 14 • PowerPoint presentation 15 • PowerPoint presentation 16 • Activity 12 • Activity 13 • Worksheet 7 	
<p>18 5 hours</p>	<p>Learning outcome 4: Be able to prepare, cook and finish sauces for advanced dishes</p> <p>4.4 Prepare a range of sauces for advanced dishes using correct preparation methods</p> <p>4.5 Cook a range of sauces for advanced dishes using different methods of cookery</p> <p>4.6 Apply quality checks during the cooking of sauces for advanced dishes</p> <p>4.7 Use equipment safely during the cooking of sauces for advanced dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Recap previous session • Task learners to list on a whiteboard the different types of preparation, cooking and finishing methods for the following sauces: <ul style="list-style-type: none"> ○ hollandaise ○ Normandy Sauce ○ tomato Sauce ○ red wine reduction sauce ○ jus-lie sauce. • Having set a preparation task in the previous session, Worksheet 7: Prep, cook and finish sauces for advanced dishes, individual learners to present their paper for peer review/marking. Any areas of concern should be addressed to the tutor for review. • Outline the focus of the lesson to include: Preparation, cooking and finishing of sauces for advanced dishes. Encourage Q&A 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	4.8 Finish a range of sauces for advanced dishes using appropriate finishing methods	<p>and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit</p> <ul style="list-style-type: none"> • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ cream thickened sauces ○ emulsified based sauces ○ gravy-based sauces. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	
19 5 hours	<p>Learning outcome 4: Be able to prepare, cook and finish sauces for advanced dishes</p> <p>4.4 Prepare a range of sauces for advanced dishes using correct preparation methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of sauces for advanced dishes. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>4.5 Cook a range of sauces for advanced dishes using different methods of cookery</p> <p>4.6 Apply quality checks during the cooking of sauces for advanced dishes</p> <p>4.7 Use equipment safely during the cooking of sauces for advanced dishes</p> <p>4.8 Finish a range of sauces for advanced dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Outline the focus of the lesson to include: Preparation, cooking and finishing of sauces for advanced dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ miscellaneous (bread, tomato) sauces ○ purées ○ reductions sauces. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration, task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Individual learner activity</p>
<p>20 5 hours</p>	<p>Learning outcome 4: Be able to prepare, cook and finish sauces for advanced dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the 	<p>Tutor observation</p> <p>Question and answer</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>4.4 Prepare a range of sauces for advanced dishes using correct preparation methods</p> <p>4.5 Cook a range of sauces for advanced dishes using different methods of cookery</p> <p>4.6 Apply quality checks during the cooking of sauces for advanced dishes</p> <p>4.7 Use equipment safely during the cooking of sauces for advanced dishes</p> <p>4.8 Finish a range of sauces for advanced dishes using appropriate finishing methods</p>	<p>production, cooking and finishing of sauces for advanced dishes.</p> <ul style="list-style-type: none"> • Outline the focus of the lesson to include: Preparation, cooking and finishing of sauces for advanced dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ roux-based sauces ○ veloute derivatives sauces ○ regional based sauces. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>21</p> <p>3 hours</p>	<p>Learning outcome 5: Be able to prepare, cook and finish advanced side dishes</p> <p>5.4 Prepare a range of advanced side dishes using correct preparation methods</p> <p>5.5 Cook a range of advanced side dishes using different methods of cookery</p> <p>5.6 Apply quality checks during the cooking for advanced side dishes</p> <p>5.7 Use equipment safely during the cooking of advanced side dishes</p> <p>5.8 Finish a range of advanced side dishes using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of sauces for advanced dishes. • Activity: Think-pair-share: Ask learners in small groups to write down the reason why advanced sides dishes are essential when serving advanced main courses and list the most common types of advanced side dishes used and their classification. Groups should present and discuss as a class. Set a time limit of 20 minutes. Discuss/finish gaps as a class. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced side dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Deliver PowerPoint presentation 17: Preparation methods for advanced side dishes. • Group discussion: Discuss the importance, impact and reasons for quality checks production of advanced side dishes. Individuals to discuss with peers and then as a group. • Activity: Tutor to provide learners with a number of different recipes for a range advanced side dishes. Learners as small groups to think and identify the different types of preparation and cooking methods used in the production of advanced side dishes • Deliver PowerPoint presentation 18: Cooking methods for advanced side dishes. • Deliver PowerPoint presentation 19: Finishing methods for advanced side dishes 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Activity 14: Learners as small groups are to design a one-page fact sheet on the safe production and cooking of advanced side dishes that can be given to new commis chef joining the kitchen. (including food safety, health and safety). Paper and coloured pens/pencils should be provided or the use of IT facilities. • Activity 15: Advanced side dishes handout. Set a time limit of 40 minutes. Discuss/fill gaps as a class • Group discussion: Discuss the importance of the correct finishing of advanced side dishes. • Group question and answer session: Individual learner's oral questions specific to the topic. <p>Independent learning:</p> <ul style="list-style-type: none"> • Learners to complete Worksheet 8: Prep, cook and finish advanced side dishes. This should be completed independently and handed in to the tutor at the next session. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 17 • PowerPoint presentation 18 • PowerPoint presentation 19 • Activity 14 • Activity 15 • Worksheet 8 • Handout 9 • Handout 10 • Handout 11 	
<p>22 5 hours</p>	<p>Learning outcome 5: Be able to prepare, cook and finish advanced side dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Recap previous session 	<p>Tutor observation</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>5.4 Prepare a range of advanced side dishes using correct preparation methods</p> <p>5.5 Cook a range of advanced side dishes using different methods of cookery</p> <p>5.6 Apply quality checks during the cooking for advanced side dishes</p> <p>5.7 Use equipment safely during the cooking of advanced side dishes</p> <p>5.8 Finish a range of advanced side dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Task learners to list on a whiteboard the different types of preparation, cooking and finishing methods for the following types of advanced side dishes: <ul style="list-style-type: none"> ○ vegetables ○ potatoes ○ rice ○ grains ○ farinaceous • Having set a preparation task in the previous session, Worksheet 8: Prep, cook and finish advanced side dishes. Individual learners to present their paper for peer review/markings. Any areas of concern should be addressed to the tutor for review. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced side dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced sides dishes using the baking method of cookery ○ advanced sides dishes using the blanching method of cookery ○ advanced sides dishes using the boiling method of cookery ○ advanced sides dishes using the braising method of cookery ○ advanced sides dishes using the combination method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. 	<p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	
<p>23</p> <p>5 hours</p> <p>Practical</p>	<p>Learning outcome 5: Be able to prepare, cook and finish advanced side dishes</p> <p>5.4 Prepare a range of advanced side dishes using correct preparation methods</p> <p>5.5 Cook a range of advanced side dishes using different methods of cookery</p> <p>5.6 Apply quality checks during the cooking for advanced side dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced side dishes. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced side dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced sides dishes using the grilling method of cookery 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>5.7 Use equipment safely during the cooking of advanced side dishes</p> <p>5.8 Finish a range of advanced side dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> ○ advanced sides dishes using the poaching method of cookery ○ advanced sides dishes using the roasting method of cookery ○ advanced sides dishes using the shallow-frying method of cookery ○ advanced sides dishes using the deep-frying method of cookery. ● Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. ● Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. ● Explain the requirements to evaluate each and every dish against their specification. ● Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> ● Recipes from the centre 	
<p>24 5 hours</p>	<p>Learning outcome 5: Be able to prepare, cook and finish advanced side dishes</p> <p>5.4 Prepare a range of advanced side dishes using correct preparation methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> ● Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced side dishes. ● Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced side dishes. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>5.5 Cook a range of advanced side dishes using different methods of cookery</p> <p>5.6 Apply quality checks during the cooking for advanced side dishes</p> <p>5.7 Use equipment safely during the cooking of advanced side dishes</p> <p>5.8 Finish a range of advanced side dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Provide learners with recipes, these recipes are decided by the centre and will consider a wide range of different preparation, cooking and finishing methods showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced sides dishes using the simmering method of cookery ○ advanced sides dishes using the sous vide method of cookery ○ advanced sides dishes using the steaming method of cookery ○ advanced sides dishes using the stewing method of cookery ○ advanced sides dishes using the stir-frying method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	