UHC59M
Meat and offal

Unit reference number: F/615/0865
Level: 2
Guided Learning (GL) hours: 50

Overview
The aim of this unit is to develop learners' knowledge, understanding and practical skills in preparing and cooking meat and offal. Learners will investigate different types of meat and offal so they have an understanding of the range available.

Learners will develop their practical skills and focus on the production of meat and offal dishes demonstrating preparation, cooking and finishing skills.

Learners will review a finished dish and identify strengths and areas for improvement.

Learning outcomes
On completion of this unit, learners will:

LO1 Know the different types of meat and offal
LO2 Know how to prepare meat and offal dishes
LO3 Know how to cook and finish meat and offal dishes
LO4 Be able to produce meat and offal dishes
Assessment requirements

Learners must complete all four assessment requirements related to this unit:

1. Portfolio
2. Graded practical assessment
3. External examination
4. Graded synoptic assessment

1. Portfolio

Learners must produce a portfolio. At a minimum the portfolio must contain evidence that the learners have:

- Used a minimum of 1 cut from 4 different types of meat
  - Beef
  - Lamb/mutton
  - Pork
  - Veal
  - Goat

- Used a minimum of 4 different types of offal
  - Liver
  - Kidney
  - Tongue
  - Heart
  - Oxtail
  - Tripe
  - Brain
  - Head
  - Marrow
  - Suet

- Used a minimum of 8 preparation methods in line with dish requirements
  - Skinning
  - Boning
  - Trimming
  - Dicing
  - Removing the core from kidneys
  - Mincing
  - Stuffing
  - Slicing
  - Tying/securing
  - Portioning
  - Applying flavourings
  - Applying coatings, for example: pané
  - Lining appropriate moulds/basins or shaping pastes
- Used a minimum of 5 cooking methods
  - Roast
  - Grill
  - Shallow fry
  - Deep fry
  - Boil
  - Poach
  - Steam
  - Stew
  - Braise
  - Bake
- Used a minimum of 3 sauces
  - Béchamel sauce
  - Brown sauce
  - Jus
  - Velouté sauce
  - Miscellaneous sauce
  - Warm emulsion sauce
- Used a minimum of 1 accompaniment
  - Flavoured butters/oils
  - Dressings
  - Appropriate garnish for dish specifications
- Presented the dishes ready for service using all appropriate finishing skills
  - Plating suitable for service style
  - Tasting and adjusting seasoning if required
  - Carving/slicing
  - Checking temperature

The portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst the portfolio will not be graded, it may be sampled by the VTCT External Quality Assurer (EQA).

Evidence from the graded practical assessment must also be presented in the portfolio.
2. Graded practical assessment
Learners must carry out a complete practical assessment which will be observed, marked and graded by centre assessors. The grade achieved in the graded practical assessment will be the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment. At a minimum the graded practical assessment for this unit must cover:

- Preparation of meat or offal for cooking
- Cooking a meat or offal dish
- Finishing a meat or offal dish

Recorded professional discussion can also be used as an assessment method attached to the graded practical assessment and is particularly useful for gathering evidence for criteria related to evaluation and reflection. Professional discussions should be planned and recorded.

3. External examination
Whilst the theory content of LO1, LO2 and LO3 may be naturally assessed in the graded practical assessment, they will be tested by an external examination towards the end of the period of learning.

External examinations will test knowledge and understanding from across the whole vocational area (mandatory units). Learners should use the unit content section of this unit to aid revision since exam questions will test the full breadth of this section.

External examinations will be set and marked by VTCT and will contribute to the overall qualification grade.

4. Graded synoptic assessment
In the last term or final third of their qualification, learners will be required to undertake a graded synoptic assessment. This will require learners to carry out a range of practical skills from across the whole vocational area (mandatory units). Assessment coverage will vary year on year, although all mandatory units will be covered over time.

VTCT will set a brief for centres which will detail the food items to be used in the graded synoptic assessment. Grading descriptors for the synoptic assessment will also be provided by VTCT.

The graded synoptic assessment will be marked and graded by centre staff and externally verified by VTCT.

The graded synoptic assessment will contribute to the overall qualification grade.
Unit content

LO1 Know the different types of meat and offal

Learners must know about types of meat and offal:
- Types, cuts and joints of meat:
  - Beef – shin, sirloin, fillet, rump, fore rib, topside, thick flank, thin flank, leg
  - Lamb/mutton – leg, shoulder, middle neck, loins, rack, best end, chops, noisette
  - Pork – loin, leg, shoulder, fillet, medallion, belly, bacon (back, streaky, gammon)
  - Veal – knuckle, cushion, loin, cutlets, breast, escalope
  - Goat – leg, rack, shoulder
- Types of offal:
  - Liver – lamb, sheep, ox, pig, calf
  - Kidney – lamb, sheep, ox, pig, calf
  - Tongue – lamb, sheep, ox
  - Heart – lamb, sheep, ox, beef, calf
  - Sweetbreads – calf, lamb
  - Trotters – pig, cow
  - Oxtail
  - Tripe
  - Brains
  - Head – sheep, pig, calf
  - Marrow
  - Suet
- Where the different cuts of meat are located on the carcass for example

![Beef, Lamb, Pig Diagrams]

Learners must know the structure of meat:
- Muscle
- Fat
- The effects of aging

Learners must know about the quality points for different types of meat and offal:
- Use-by date – for safety reasons food must not be eaten beyond this date
- Colour – e.g. lambs' and calves' kidneys are lighter in colour than sheep's or ox kidney, lean beef should be bright red and the fat should be creamy white
- Appearance – e.g. hearts should not have too much fat; liver should be moist and smooth; lean pork meat should be light pinkish in colour and firm and the fat should be white, smooth and firm
- No stickiness – meat and offal should never be sticky
- Aroma – meat and offal should never have an unpleasant smell
- No rancidity
- Texture – the meat from a younger animal or in the tender cuts will have shorter fibres. Coarse meat – stewing steak, braising steak, belly pork has more collagen which makes the meat tough unless it is dissolved by cooking at a lower heat and for a longer time. Prime cuts such as steaks do not have much collagen so can be cooked quickly
- Firmness – different types and cuts of meat have different levels of firmness – pork tends to have a firm flesh and stewing steak has a loser texture so is not as firm
- Ratio of fat – enough fat is needed to give flavour but not too much as to make the cut greasy and too fatty to eat
- Marbling – the distribution of fat through the cut of meat affects the flavour
- Texture – different types and cuts of meat have different levels of firmness – pork tends to have a firm flesh and stewing steak has a loser texture so is not as firm
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- Ratio of fat – enough fat is needed to give flavour but not too much as to make the cut greasy and too fatty to eat
- Marbling – the distribution of fat through the cut of meat affects the flavour
- Aging – how long the meat has been hung after slaughter
  - Dry-aging is when the meat is hung in a humidity controlled fridge at around 1-2°C. The longer the meat is hung the stronger the flavour becomes
  - Wet-aging is when the meat is put into vacuum bags. This method reduces the strength of flavour

**Learners must know about the importance of quality points for meat and offal:**
- Impact on the cookery methods used, e.g. coarse meat needs to be cooked at a lower temperature and for a longer time in order to dissolve the collagen so the meat becomes tender
- Fat helps to provide flavour and moisture when cooking
- When meat is hung after slaughter, the flavour and moisture increase

**Learners must know about preservation methods for meat and offal:**
- Processes used, timing, added ingredients, product transformation, shelf life
- Marinating is the process of soaking foods in a seasoned, often acidic, liquid before cooking and is commonly used to flavour foods and to soften cuts, e.g. lamb chops could be marinated in rosemary, garlic and chili to add flavour and tenderise the meat
- Curing preserves food by adding a combination of salt, nitrates, nitrites or sugar. Many curing processes also involve smoking, spicing, or cooking, e.g. ham or dry-cured sausage. Dehydration was the earliest form of food curing
- Vacuum packing removes air from the package prior to sealing. This method involves placing items in a plastic film package, removing air from inside and sealing the package, e.g. steaks, lamb shanks, beef chuck
- "Confit" means "preserved". The meat is salted and then cooked in the fat, sealed and stored in a cool, dark place for several months for example neck of pork, duck legs
- Freezing slows down decomposition by turning residual moisture into ice, inhibiting the growth of most bacterial species. There are two processes: mechanical and cryogenic (or flash freezing). It is important to freeze food as soon after cooking as possible to preserve the food quality and texture as well as limit the time bacteria has to grow. Quicker freezing generates smaller ice crystals and maintains cellular structure. Cryogenic freezing is the quickest freezing technology
Learners must know the advantages and disadvantages of preservation methods:
- **Advantages**
  - Slow down spoilage
  - Prevent growth of bacteria
  - Manage glut in produce
  - Prepare food items in advance
  - Buy food items in season, e.g. spring lamb, milk lamb, venison
- **Disadvantages**
  - Change in texture
  - Change in nutritional value
  - Change in appearance
  - Change in aroma
  - Change in taste
  - Amount of storage space needed

Learners must know about buying meat and offal:
Knowing where suppliers source food to ensure:
- Traceability, sustainability and source – local, organic, intensively reared, with consideration to animal welfare, ethical practices, responsibly sourced
- Quality – local, organic, intensively reared, affects the taste of the meat, the rate of fat to muscle
- Cost and value for money
- Ecological impact – carbon footprint, impact of transportation (number of lorries on the road)

Learners must know about storage of meat and offal:
- Refrigerated/frozen at correct temperature in line with current regulations, covered/labelled/dated, recording important labelling information in line with current regulations (allergen information), cooling rapidly below 8°C in 90 minutes or in line with current regulations, use-by date, used within organisational guidelines, in line with HACCP, separate fridge if possible or separate area in fridge, raw below cooked meat and offal, comply with current food safety legislation
LO2 Know how to prepare meat and offal dishes

Learners must know the tools and equipment used to prepare meat and offal:
- Appropriate to task
  - Knives, for example boning knife, cleaver
  - Correct colour-coded chopping boards
  - Mallet
  - Trays
  - Bowls
  - Moulds
  - String for tying
  - Specialist equipment – food processor, mincing machine
  - Protective gloves

Learners must know how to select meat and offal:
- To meet dish specification
  - Cut, size, number and size of portions needed, amount of fat and marbling, amount of trimming required, aging
- Quality of meat and offal
  - Look, freshness, colour, smell, cost considerations

Learners must know the skills and techniques when preparing meat and offal including:
- Meat
  - Boning – e.g. shoulder of lamb, loin of pork
  - Trimming – removing excess fat, removal of connective tissue, removing sinew – e.g. chunk of beef trimmed for a stew
  - Dicing – e.g. veal breast diced for blanquette of veal
  - Mincing – e.g. shoulder of lamb minced for moussaka
  - Stuffing – e.g. a shoulder of lamb, shoulder of pork, beef olives
  - Tying/securing, for example loin of pork, beef olives
  - Slicing – different types of steak, medallions, roasted joint
- Offal
  - Skinning – liver, kidneys
  - Trimming – suet from kidneys
  - Slicing – liver
  - Dicing – kidney for pies and suet puddings
  - Mincing – pâtés, faggots
  - Stuffing – heart
Learners must know how to management waste when preparing meat and offal:

- **Portion control**
  - Dish specification, portioning by weight, for example individual portions, e.g. lamb 100g meat off the bone and 150g on the bone per portion or veal escalopes 75g slices which are then battered out to a thin slice, by cooked and uncooked weights (e.g. steaks are often advertised as the uncooked weight), whole joints, consistency of portions

- **Minimise waste**
  - Menu planning to make the most of food items, use discarded food items in other ways – using the bones from boning a shoulder of lamb for stock, using the remains of vegetables from turning to make soup

- **Using correct tools and equipment**
  - Make sure knives are sharp, use the correct knife for the task in hand, ensure the equipment is in full working order so maximum yield is achieved, make sure the scales are correctly calibrated so weights and measures are accurate

- **The importance of using the correct tools and equipment**
  - The use of the correct knives that are sharp will ensure that the tasks are conducted with precision with minimum waste/damage to the meat

**Learners must know the types of sauces used with meat and offal:**

- Béchamel – e.g. soubise, Mornay, mustard, cream, parsley
- Sauce – e.g. demi-glace, chasseur, reform, Madeira, Robert, Deville
- Jus – e.g. beef, jus lié, red wine jus
- Velouté sauce – e.g. aurore sauce, ivory, mushroom
- Miscellaneous sauces – e.g. curry, bread, roast pepper
- Warm emulsion sauces – e.g. béarnaise, choron sauce, black butter

**Learners must know the types garnish and accompaniments served with meat and offal:**

- Sauces – e.g. mustard sauce with kidney, red wine jus with rack of lamb
- Flavoured oils – e.g. garlic and rosemary, chilli, basil, curry, lemon
- Flavoured butters – e.g. garlic and parsley, bordelaise, mustard, café de Paris
- Garnishes – e.g. crackling, herbs, micro herbs
LO3 Know how to cook and finish meat and offal dishes

Learners must know the tools and equipment used to cook meat and offal:
- Oven
- Stove top
- Griddle
- Grill
- Deep fat fryer
- Pans – frying pan, sauté pan, saucepan
- Roasting tray
- Spider
- Ladle, spoon
- Tray

Learners must know cooking methods for meat and offal:
- Roast
  - Dry heat is used to cook the meat/offal evenly from all sides at a temperature of 150°C (300°F) or above
  - Roasting develops the flavour through caramelisation
- Grill
  - Dry cooking method suitable for prime cuts. Develop flavour through caramelisation. High temperature is applied to ensure colouring of the meat/offal and limit loss of moisture
- Shallow fry
  - Dry cooking method using a frying pan and fat such as oil. Usually used for portion size items such as a steak or an escalope. Suitable for prime meat cuts and offal such as liver
- Deep fry
  - The food item cooked is submerged in fat (usually oil). A deep fat fryer should be used in order to control the heat. Food items are usually coated first to protect them from the high heat, often at temperature around 170°C/180°C
- Boil
  - Wet cooking method using a liquid such as water or stock. Suitable for tough meat cuts and some offal such as heart or tongue. Intense boiling would reduce the amount of liquid rapidly and affect the outcome of the dish. Boiling is done at 100°C. Boiling, poaching and steaming are healthy cooking methods as they do not require the use of fat
- Poach
  - Similar cooking method as boiling where the temperature of the liquid is at around 75°C to 85°C. The time required to cook by poaching can be longer than boiling but the result may be better as food items stay still in the pan. Therefore, the risk of damaging them is reduced
- Steam
  - Steam is produced by heating a liquid, such as water or stock, to boiling point. This cooking method is suitable for tough cuts of meat or offal
- Stew
  - This is a long, slow method of cooking where meat is cut into pieces and cooked in the minimum amount of liquid, water, stock or sauce. Other items such as vegetables, herbs and spices are added to improve the flavour and to follow recipe specifications. The food and the cooking liquid are served together. This cooking method, as well as braising, is suitable for cuts which require a long cooking time
- **Braise**
  - Braising is a method of cooking in the oven. The food is cooked in liquid in a covered pan, casserole or cocotte. It is a combination of stewing and pot roasting. The meat items are larger than the cuts used for stewing. The liquid should half cover the meat

- **Bake**
  - Meat dishes are cooked in an oven at temperatures ranging from 140°C to 180°C. Meat dishes that are baked usually include pastry. For examples pies, pasties, Wellington

**Learners must know how to cook different cuts and types of meat and offal:**

- **Beef**

<table>
<thead>
<tr>
<th>Cut – Hindquarter</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shin</td>
<td>Braising, stewing, used for consommé</td>
</tr>
<tr>
<td>Rump</td>
<td>Grilling frying as steak, roasting, braising</td>
</tr>
<tr>
<td>Topside</td>
<td>Braising, stewing, some roasting</td>
</tr>
<tr>
<td>Silverside</td>
<td>Boiling, pickled in brine and boiled</td>
</tr>
<tr>
<td>Thick flank</td>
<td>Braising, stewing</td>
</tr>
<tr>
<td>Sirloin</td>
<td>Roasting, grilling, frying</td>
</tr>
<tr>
<td>Wing rib</td>
<td>Roasting, grilling and frying (steaks)</td>
</tr>
<tr>
<td>Thin flank</td>
<td>Stewing, boiling, sausages</td>
</tr>
<tr>
<td>Fillet</td>
<td>Roasting, grilling and frying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cut – Forequarter</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fore rib</td>
<td>Roasting and braising</td>
</tr>
<tr>
<td>Middle rib</td>
<td>Roasting and braising</td>
</tr>
<tr>
<td>Chuck rib</td>
<td>Stewing and braising</td>
</tr>
<tr>
<td>Sticking piece</td>
<td>Stewing and sausages</td>
</tr>
<tr>
<td>Plate</td>
<td>Stewing and sausages</td>
</tr>
<tr>
<td>Brisket</td>
<td>Pickled in brine and boiled, pressed beef, braising</td>
</tr>
<tr>
<td>Shank</td>
<td>Braising, used for consommé soup</td>
</tr>
</tbody>
</table>

**Offal**

<table>
<thead>
<tr>
<th>Type</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kidney</td>
<td>Braising, stewing</td>
</tr>
<tr>
<td>Heart</td>
<td>Braising</td>
</tr>
<tr>
<td>Kidney</td>
<td>Frying, stewing</td>
</tr>
<tr>
<td>Tripe</td>
<td>Boiling, braising</td>
</tr>
<tr>
<td>Tongue</td>
<td>Pickled in brine, braising</td>
</tr>
<tr>
<td>Liver</td>
<td>Braising, frying</td>
</tr>
<tr>
<td>Sweetbread</td>
<td>Braising, frying</td>
</tr>
<tr>
<td>Tail</td>
<td>Braising, used for soup</td>
</tr>
</tbody>
</table>
### Lamb/Mutton

<table>
<thead>
<tr>
<th>Cut</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoulder</td>
<td>Roasting, stewing</td>
</tr>
<tr>
<td>Breast</td>
<td>Roasting, stewing</td>
</tr>
<tr>
<td>Scrag end</td>
<td>Stewing, used for broth</td>
</tr>
<tr>
<td>Saddle</td>
<td>Roasting, grilling, frying</td>
</tr>
<tr>
<td>Leg</td>
<td>Roasting</td>
</tr>
<tr>
<td>Middle neck</td>
<td>Stewing</td>
</tr>
<tr>
<td>Best of rack</td>
<td>Roasting, grilling, frying</td>
</tr>
</tbody>
</table>

### Offal

<table>
<thead>
<tr>
<th>Type</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart</td>
<td>Braising</td>
</tr>
<tr>
<td>Sweetbread</td>
<td>Braising, frying</td>
</tr>
<tr>
<td>Kidneys</td>
<td>Grilling, sauté</td>
</tr>
<tr>
<td>Liver</td>
<td>Frying</td>
</tr>
<tr>
<td>Tongue</td>
<td>Braising, boiling</td>
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</tbody>
</table>

### Pork

<table>
<thead>
<tr>
<th>Cut</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leg</td>
<td>Roasting, boiling</td>
</tr>
<tr>
<td>Spare rib</td>
<td>Roasting, used for pies</td>
</tr>
<tr>
<td>Shoulder</td>
<td>Roasting, sausages, used for pies</td>
</tr>
<tr>
<td>Trotters</td>
<td>Grilling, boiling</td>
</tr>
<tr>
<td>Loin</td>
<td>Roasting, frying, grilling</td>
</tr>
<tr>
<td>Belly</td>
<td>Pickling, boiling, stuffed, rolled and roasted</td>
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</tbody>
</table>

### Offal

<table>
<thead>
<tr>
<th>Type</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liver</td>
<td>Frying</td>
</tr>
<tr>
<td>Head, whole</td>
<td>Brawn</td>
</tr>
<tr>
<td>Kidneys</td>
<td>Sauté, grilling</td>
</tr>
</tbody>
</table>
### Veal

<table>
<thead>
<tr>
<th>Cut</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knuckle</td>
<td>Osso bucco, sauté, used for stock</td>
</tr>
<tr>
<td>Loin</td>
<td>Roasting, frying, grilling</td>
</tr>
<tr>
<td>Shoulder</td>
<td>Braising, stewing</td>
</tr>
<tr>
<td>Scrag</td>
<td>Stewing, used for stock</td>
</tr>
<tr>
<td>Leg</td>
<td>Roasting, braising, escalope, sauté</td>
</tr>
<tr>
<td>Best end</td>
<td>Roasting, frying, grilling</td>
</tr>
<tr>
<td>Neck end</td>
<td>Stewing, sauté</td>
</tr>
<tr>
<td>Breast</td>
<td>Stewing, roasting</td>
</tr>
</tbody>
</table>

### Offal

<table>
<thead>
<tr>
<th>Type</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kidneys</td>
<td>Stewing, sauté</td>
</tr>
<tr>
<td>Sweetbread</td>
<td>Braising, frying</td>
</tr>
<tr>
<td>Brain</td>
<td>Boiling, braising, frying</td>
</tr>
<tr>
<td>Liver</td>
<td>Frying</td>
</tr>
<tr>
<td>Head</td>
<td>Boiling, used for soup</td>
</tr>
<tr>
<td>Bones</td>
<td>Used for stock</td>
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</tbody>
</table>

### Goat

<table>
<thead>
<tr>
<th>Cut</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neck</td>
<td>Braising, stewing</td>
</tr>
<tr>
<td>Rib</td>
<td>Grilling, pan frying</td>
</tr>
<tr>
<td>Leg</td>
<td>Grilling, frying (steak), roasting</td>
</tr>
<tr>
<td>Flank</td>
<td>Grilling, roasting</td>
</tr>
<tr>
<td>Shoulder</td>
<td>Braising, stewing, roasting</td>
</tr>
<tr>
<td>Loin</td>
<td>Grilling, frying, roasting</td>
</tr>
<tr>
<td>Hind shank</td>
<td>Braising, stewing, roasting</td>
</tr>
<tr>
<td>Breast</td>
<td>Roasting</td>
</tr>
</tbody>
</table>

**Learners must know how to make dishes healthier:**

- Reducing amount of fat by using leaner meat cuts
- Choosing alternative ingredients, e.g. low fat options such as half fat cream, natural yoghurt, olive oil instead of butter, skimmed or semi skimmed milk
- Choosing alternative cooking methods, e.g. steaming, poaching, grilling instead of frying
- Using healthier finishing methods, e.g. do not add butter, use a low fat sauce without cream
Learners must know how to finish meat and offal dishes:

- Taste and adjust seasoning (if required)
- Seasoning, balance of flavour
- Use of suitable garnish and amount used
- Carving/slicing
- Portion control, constancy of size and shape
- Checking temperature
  - Comply with current food safety regulations, suitable for dish requirements
- Plating design
  - How the food items are placed on the plate/dish, overall presentation of dish
- Plating suitable for service style
  - Choice of plate/dish – colour, size, shape, depth
LO4 Be able to produce meat and offal dishes

Comply with uniform and personal appearance standards:
- Wear the correct uniform to comply with health and safety, food safety, Personal Protective Equipment (PPE) regulations
  - The uniform must be clean
  - Hair must be tied back and put under a hat or hair net
  - Facial hair must be covered with a beard net
  - Clean apron must be used to prevent cross-contamination
  - Nails must be short, clean and unpolished to prevent cross-contamination
  - No jewellery should be worn
  - No strong smelling perfume or body spray as this will affect the flavour of delicate food items

Comply with food safety and food hygiene standards:
- Learners should make sure food is safe to eat
  - Make sure nothing is added or removed and food is not treated in a way that makes it harmful to eat
  - Unsafe food must be withdrawn and reported to supervisor
  - Records should be kept on where food was obtained and this information should be shown on demand – known as ‘traceability’
- Food additives
  - Only use an approved additive
  - Only use it if it is approved for use in that food
  - Ensure the food additive doesn’t exceed the maximum permitted level
- Materials and packaging that can be reasonably expected to come into contact with food are called ‘food contact materials’. These can include: packaging, food processing equipment, cookware, work surfaces
- Ensure food contact materials do not transfer anything to food they touch
- Ensure food contact materials do not change the food they touch
- To keep food safe from bacteria, follow HAACP. Bacteria that cause serious health problems are
  - E.coli O157 and campylobacter
  - Salmonella, especially with the storage and handling of eggs

Apply hazard analysis and critical control points (HACCP):
- To avoid hazards. This keeps food safe from biological, chemical and physical safety hazards
- Hazard Analysis Critical Control Points (HACCP) are an internationally recognised food safety management system. The emphasis is on identifying the critical points in a process where food safety problems (or hazards) could arise. Steps can then be put in place to prevent things going wrong. Keeping records is also an important part of HACCP systems

Produce and follow mise en place work plan:
- Plan work to timescales
  - Mise en plan work plan should be realistic and adjusted when necessary
- Follow work plan to ensure mise en place is prepared on time and meets dish requirements
- Work with accuracy – reduced waste, maximum yield
- Work consistency
- Use appropriate skills and techniques
Prepare meat or offal in line with dish requirements:

- Use of skills and techniques when preparing meat and offal
  - Meat
    - Skinning
    - Boning
    - Trimming
    - Dicing
    - Mincing
    - Stuffing
    - Tying/securing
    - Slicing
  - Offal
    - Skinning
    - Trimming
    - Slicing
    - Dicing
    - Mincing
    - Stuffing
- Use tools and equipment appropriately
  - Knives
  - Correct
  - Mallet
  - Trays
  - Bowls
  - Moulds
  - String for tying
  - Specialist
  - Protective gloves
- Quality points for meat and offal
  - Smell
  - Appearance
  - Colour
  - Check the fat and marbling where appropriate
  - Check meat has been aged to meet dish requirements

Cook meat or offal in line with dish requirements:

- Roast
- Grill
- Shallow fry
- Deep fry
- Boil
- Poach
- Steam
- Stew
- Braise
- Bake
Finish meat or offal dishes to meet dish requirements:

- Garnish
- Sauce
  - Seasoning
  - Flavour
  - Consistency
- Seasoning of whole dish
- Check temperature before serving to ensure the correct temperature is reached
- Presentation of dish
- Manage portion size
- Check colour – e.g. is appealing
- Present in style suitable for service – plated, silver, buffet
- Check final presentation before going to the pass
- Refrigerated/frozen at correct temperature, covered, labelled, dated

Identify strengths and areas for improvement to the dish:

- Taste, texture, appearance, flavour combinations, use of dressings, sauces and garnishes, plating
- Appropriate use of skills, techniques and cooking methods
Assessment criteria will be applied to the graded practical assessment. In order to pass this unit, learners must at a minimum achieve all pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td><strong>The learner must:</strong></td>
<td><strong>The learner can:</strong></td>
<td><strong>To achieve a merit grade, in addition to achievement of the pass criteria, the learner can:</strong></td>
<td><strong>To achieve a distinction grade, in addition to achievement of the pass and merit criteria, the learner can:</strong></td>
</tr>
<tr>
<td><strong>LO4 Be able to produce meat and offal dishes</strong></td>
<td><strong>P1 Comply with uniform and personal appearance standards</strong></td>
<td><strong>M1 Use the work space effectively</strong></td>
<td><strong>D1 Create a finished dish that reflects attention to detail and creativity</strong></td>
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<tr>
<td></td>
<td><strong>P2 Comply with food safety and food hygiene standards</strong></td>
<td><strong>M2 Use skills with confidence and accuracy whilst minimising waste</strong></td>
<td><strong>D2 Explain improvements that could be made to the dish</strong></td>
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<td></td>
<td><strong>P3 Apply hazard analysis and critical control points (HACCP)</strong></td>
<td><strong>M3 Use effective team working skills to meet the needs of the service session</strong></td>
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<td><strong>P4 Produce and follow mise en place work plan</strong></td>
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<td><strong>P5 Prepare meat or offal in line with dish requirements</strong></td>
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<td><strong>P6 Cook meat or offal in line with dish requirements</strong></td>
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<td><strong>P7 Finish meat or offal dishes to meet dish requirements</strong></td>
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<td></td>
<td><strong>P8 Identify strengths and areas for improvement to the dish</strong></td>
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</table>
**Assessment guidance**

Assessors must use the amplified assessment guidance in this section to judge whether assessment criteria have been achieved in the graded practical assessment.

<table>
<thead>
<tr>
<th>P1 Comply with uniform and personal appearance standards</th>
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<tbody>
<tr>
<td>Learners must be professionally presented for practical sessions and assessments. They must wear the correct uniform and PPE. The uniform must be clean. Hair must be tied back and under a hat and hair and/or beard nets must be worn if appropriate. The learner must have: minimum make-up, no jewellery, no strong smelling perfume/body spray, short and clean unpainted nails.</td>
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<table>
<thead>
<tr>
<th>P2 Comply with food safety and food hygiene standards</th>
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</thead>
<tbody>
<tr>
<td>Learners must show that they can work within the current food safety regulations throughout the assessment. Their working methods and behaviour must minimise the risk of cross-contamination and follow routines to avoid potentially severe health hazards.</td>
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<table>
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<tr>
<th>P3 Apply hazard analysis and critical control points (HACCP)</th>
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<tr>
<td>Learners must follow the HACCP procedures throughout the practical assessment.</td>
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<tr>
<th>P4 Produce and follow mise en place work plan</th>
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<td>Learners must be able to follow their work plan which must detail the resources needed, the required ingredients to cook and finish the dish and an outline of tasks with time allocations. The work plan must be realistic and sufficiently detailed. Learners need to follow the plan during mise en place, and make adjustments, as appropriate.</td>
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<tr>
<th>P5 Prepare meat or offal in line with dish requirements</th>
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<tr>
<td>Learners must show they are able to prepare food items for a meat or offal dish, using appropriate skills. Learners will check the meat or offal for quality points and the suitability for the dish requirements. Learners should work independently when preparing food items with consideration to dish requirements, e.g. when using liver the learner will be able to remove the outer membrane starting with a sharp knife, and use their hands to remove the rest of the membrane so as not to damage the item; they will also remove the excess sinew skin tubes and fat. Learners will select the correct tools and equipment to prepare the dish and use the equipment and tools appropriately, e.g. when cutting beef into cubes they will select the correct sized knife.</td>
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</table>
### P6 Cook meat or offal in line with dish requirements

Learners must select the appropriate cooking method for the dish.

For example, when cooking beef bourguignon the meat will be seared and then stewed; for blanquette de veau the veal will be blanched and then simmered until tender; liver could be pan fried, seared or braised depending on the dish requirements.

Learners must show they know how to use the cooking method effectively to meet the dish requirements. The cooking method will be implemented accurately, e.g. when searing meat the learners will not overcook the meat to a dark colour.

Learners will select the correct tools and equipment to cook the dish and use the equipment and tools appropriately, e.g. a suitable size of frying pan is selected to enable the effective searing of the meat.

### P7 Finish meat or offal dishes to meet dish requirements

Learners will finish the dish with appropriate sauces and/or accompaniments and garnishes, e.g. a strong flavoured garnish needs to add to the taste not overpower it.

Learners will consider the plating of the dish to enhance its visual appeal. The plating style will consider the dish requirements, e.g. when serving a grilled steak, any sauce served with the steak will be on the side and not poured over the steak, this will avoid the sauce detracting from the grilled flavour of the steak.

Learners will check the temperature of the dish to make sure it complies with current food safety regulations.

### P8 Identify strengths and areas for improvement to the dish

Learners must be able to identify the main strengths of the dish and areas that may need some improvement.

For example, if the learner has prepared, cooked and finished lamb’s liver, mashed potato and rich onion gravy: they serve the dish on a flat square plate with the mashed potato on one side of the plate and the liver on the other. The gravy is served in a jug on the side.

The identified strengths of the dish may be the depth and flavour of the onion gravy and the added flavour given with the use of smoked lardons.

The identified area for improvement may be the plating to improve the visual presentation of the dish.

### M1 Use the work space effectively

Throughout the mise en place and service learners should work effectively and hygienically.

The bench/work space should be clear and cleaned at the end of each task. Learners should dispose of any waste as they go along and their tools and equipment should be cleaned and put away when they have finished using them.

The work space should be organised and set out to allow them to work in a logical order. The learner must show they can work in a disciplined way, following their mise en place work plan.
<table>
<thead>
<tr>
<th><strong>M2 Use skills with confidence and accuracy whilst minimising waste</strong></th>
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<tbody>
<tr>
<td>Learners show that they can carry out tasks with confidence, completing the task within an industry expected time frame. Tasks are carried out demonstrating skills with accuracy while minimising waste, e.g. when preparing kidneys for marinated pork kidney and chorizo skewers, learners must carefully and quickly remove the skin from the kidneys, trimming off any excess fat and removing the cortex to maximise the yield and minimise the waste. Learners clearly show that they know what they are doing and confidently carry out the task and the knife skills show accuracy and deftness.</td>
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<th><strong>M3 Use effective team working skills to meet the needs of the service session</strong></th>
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<tr>
<td>Learners must show that they can communicate effectively with others to ensure that the dishes reach the pass at the correct time. They will talk to and work with their own and other section teams to ensure all the dishes, for the same order, arrive at the pass at the same time. Learners will clearly show they can manage their time and use their skills to produce dishes at the correct time and work as part of the kitchen team (not just in their section team), to contribute to the smooth running of the service.</td>
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<tr>
<th><strong>D1 Create a finished dish that reflects attention to detail and creativity</strong></th>
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<tbody>
<tr>
<td>For P7 the dish must be perfectly presented, with no drips or marks on the plate or serving dish. For D1 the plating could be creative, modern or on trend. The presentation is clean, appealing and shows exceptional attention to detail. The food items, any accompaniments and garnish are prepared for presentation, in the correct proportion and add to the appearance of the dish. For example, a steak has been well rested so blood doesn’t bleed onto the plate, the chips are in a neat pile on the plate, the béarnaise sauce is in a small bowl on the side of the plate and the grilled mushrooms and tomatoes are attractively garnished with some fresh chopped parsley. The plating will follow a trend in the industry and preserve the balance of the dish.</td>
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<th><strong>D2 Explain improvements that could be made to the dish</strong></th>
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<tr>
<td>Learners will identify areas for improvements and reflect on how recommendations for improvements will improve the dish. This could focus on the cooking methods used, the flavour combinations or the presentation of the finished dish. For example, the learner may identify that the plating needs to be more appealing to the diner and using a different shaped plate or a large bowl would create a better first impression. They may explain that they could have used a shallow bowl instead of a plate, e.g. when serving liver and mashed potato, pour the gravy around the edge of the mashed potato, place the liver on top of the mashed potato with some crispy fried onion as garnish to finish the dish. This would have made the dish more appealing, the liver would have retained its crisp coating and the crispy fried onion would have added some additional texture to the dish. Alternatively, the learner may focus on the flavour combinations or flavour balance. For example, roast leg of lamb stuffed with garlic and rosemary with red wine jus could be improved with the addition of some sweetness in the jus by adding a small amount of redcurrant jelly.</td>
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</tbody>
</table>
Resources

The special resources required for this unit are access to a real or realistic working environment.

Recommended text books:
- Knife Skills Paperback – 1 Aug 2012 by Marcus Wareing (Author), Shaun Hill (Author), Charlie Trotter (Author, Contributor), Lyn Hall (Author), Annelise Evans (Editor)
  - Publisher: DK (1 Aug. 2012)
  - Language: English
  - ISBN-10: 1409376648
  - Publisher: Robert Rose Inc; Spi edition (29 Nov. 2010)
  - Language: English
  - ISBN-10: 0778802566

Recommended websites:
- Cengage: www.cengage.co.uk
- Cengage: www.cengagebrain.com

Delivery guidance

Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience. Learners may benefit from:
- Meaningful employer engagement so they relate what is being learned to the real world of work and understand commercial competency and the use of products, tools and equipment when preparing, cooking and finishing meat and offal dishes
- Work experience within a professional kitchen so they can practise their skills in a real environment
- Using interactive information and technology systems and hardware so they can learn about concepts and theories, research current trends, research product knowledge and produce visual aids

Links with other units

This unit is closely linked with the following units:

UHC70M Food safety and hygiene in the kitchen

Food safety and hygiene in the kitchen should be embedded in all practical sessions and learners need to know how to follow the regulations and guidelines to create a safe working environment and to produce food that is safe to eat and sell. UHC70M Food safety and hygiene in the kitchen should be delivered before, and applied through UHC59M Meat and offal.
UHC52M Planning and preparing for service
Planning is the key to success, therefore learners will be required to create and follow a mise en place time plan for their practical assessments, as included in this unit’s specification. UHC52M Planning and preparing for service should be delivered before, and applied through UHC59M Meat and offal.

UHC62M Vegetables and vegetables dishes
There is an opportunity to use vegetables as side dishes when producing a dish for the graded assessment for UHC59M Meat and offal. UHC62M Vegetables and vegetable dishes can be delivered before, or integrated with the delivery of UHC59M Meat and offal.

UHC63M Stock and soups
As stock forms the basis of many sauces there is an opportunity to use the stock made as part of the portfolio assessment when cooking meat and offal dishes and as part of the graded assessment for UHC59M Meat and offal. UHC63M Stocks and soups can be delivered before, or integrated with the delivery of UHC59M Meat and offal.

Graded synoptic assessment
At the end of the qualification of which this unit forms part, there will be a graded synoptic assessment which will assess the learner’s ability to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification. It is therefore necessary and important that units are delivered and assessed together and synoptically to prepare learners suitably for their final graded assessment.