UHC65M
Farinaceous and egg dishes

Unit reference number: J/615/0897
Level: 2
Guided Learning (GL) hours: 30

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

Learners will develop their practical skills and focus on the production of farinaceous and egg dishes demonstrating preparation, cooking and finishing skills. Learners will review their own performance and know how to correct errors and improve the dish.

Learning outcomes
On completion of this unit, learners will:

LO1 Know the different farinaceous and egg dishes
LO2 Know how to prepare farinaceous and egg dishes
LO3 Know how to cook and finish farinaceous and egg dishes
LO4 Be able to produce farinaceous and egg 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. The portfolio must contain evidence that learners have:

- Produced a minimum of 4 different complete farinaceous dishes
  - Pasta
  - Rice
  - Grain
  - Gnocchi

- Produced a minimum of 2 different complete egg dishes
  - Omelettes
  - Frittatas
  - Quiches

- Used a minimum of 4 preparation methods in line with dish requirements
  - Washing
  - Blanching
  - Filling
  - Portioning
  - Apply flavourings
  - Line appropriate moulds/basins/tins
  - Quality checks of ingredients

- Used a minimum of 5 cooking methods
  - Boiling
  - Poaching
  - Steaming
  - Stewing
  - Baking
  - Frying
  - Braising
  - Braising

- Used a minimum of 2 accompaniments
  - Flavoured butters/oils
  - Sauces
  - 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
  - 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 a farinaceous or egg dish
- Cooking a farinaceous or egg dish
- Finishing a farinaceous or egg 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 learning period.

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 farinaceous and egg dishes

Learners must know types of farinaceous and egg ingredients:

- Types of pasta
  - Spaghetti – medium to thick strings
  - Vermicelli – very thin spaghetti
  - Fettuccini – narrow ribbons
  - Tagliatelle – wide ribbons
  - Macaroni – small tubes
  - Rigatoni – medium to thick tubes
  - Penne – smooth straight tubes
  - Ravioli – square stuffed pasta with crinkled edges
  - Cannelloni – large circular stuffed pasta
  - Tortellini – semi-circular stuffed pasta
  - Fusilli – corkscrew spirals
  - Conchigli – shell shaped
  - Lasagne – flat sheets

- Types of rice
  - Short grained rice is short and rounded and used mainly for dishes like puddings, sweet dishes and paella
  - Long grained rice is slender and pointed and used mainly for casseroles and savoury dishes
  - Brown rice has had its outer covering removed but the inner bran retained
  - Japanese rice is a short grain rice that has a glutinous texture when cooked. It is suited to sushi and nori rolls
  - Wild rice is not rice but an aquatic grass, it is long, narrow and black/dark brown in colour. It has a higher protein content than regular rice
  - Arborio rice is the most widely available variety of Italian superfino rice, used to make risotto. It has plump grains and a high proportion of amylopectin, a type of sticky starch that is responsible for the trademark creamy texture of risotto

- Types of grain
  - Corn/maize – polenta is a Central European dish made by boiling cornmeal into a thick, solidified porridge which is consumed directly afterwards: alternatively it can be baked, fried or grilled
  - Wheat such as semolina, couscous, buckwheat, cracked wheat, rye and barley
  - Quinoa – the part of the quinoa plant that we eat is the seed. Although it is treated like a grain, it is not in fact a grain but a seed. It is extremely healthy and seen as a superfood

- Types of gnocchi
  - Italian-style dumplings made with potatoes
  - Traditional Roman semolina gnocchi
• Types of eggs
  - Chicken, goose, duck, quail
  - Laying system – this is where cages must provide 750cm² per bird along with a nest box for the birds to lay their eggs in, perching space for the birds to sleep on and a scratching area to perform natural behaviours
  - Barn system – this is where the hen house has a series of perches and feeders at different levels. There must be a maximum of 9 hens per square metre of useable floor space. This system allows for some movement of the bird
  - Free range system – hens must have continuous daytime access to runs, which are mainly covered with vegetation and a maximum stocking density of 2,500 birds per hectare. The hen house conditions for free range hens must comply with the regulations for birds kept in barn systems, with a maximum stocking density of 9 hens per square metre of useable area
  - Organic system – organic eggs are always produced by free range hens. Maximum of 6 hens per square metre of useable area and a maximum flock size of 3,000 birds. Hens must be provided with nest boxes. Adequate perches, providing 18 centimetres of perch per hen, must also be provided. Litter must be provided, accounting for one-third of the ground surface, this is used for scratching and dust bathing

Learners must know the quality points for different types of farinaceous and egg ingredients:
• Use-by date – this should be seen on all ingredients including eggs. Ensure all ingredients are at their best
• Colour – dried pasta should be even in colour and not discoloured or speckled. Fresh pasta should be evenly coloured, not mottled and not greying in colour
• Appearance – eggs should be from a reputable source and clean
• Aroma – ingredients should not have a strong smell or aroma, e.g. if rice has a musty smell it should be thrown away
• Texture – fresh pasta should not be sticky or have moisture surrounding it
• Temperature – eggs should be kept below 20°C
• Damage – eggs should not be used if cracked or broken. Dried pasta, rice and grain should not be delivered in a box or in damaged or open packaging
• Freshness – eggs can be tested for freshness by putting some water in a jug or tumbler and placing the egg in the container. A day old egg will lie almost flat, a week old egg will be more upright. After about three weeks the egg will start to float and should be discarded. This is because eggs have a small air sack between the yoke and the shell. This sack gets bigger the older the egg is because the shell is a semi-permeable membrane which allows air to pass into the shell

Learners must know the importance of quality points for farinaceous and egg ingredients:
• To ensure the quality of the final dish
• To ensure the food is safe to eat
• To maintain the business reputation
Learners must know storage methods for farinaceous and egg ingredients:

- **Grain**
  - Whole seeds from grains will have the longest shelf-life span of any food group. Should be stored in a dry cool place within air tight plastic containers. When preparing to store grains, vacuum pack machines are invaluable; the bags are durable and strong and prolong shelf life because all the air is removed. Grains should be clearly labelled and dated.

- **Pasta**
  - Dried pasta should be stored in an airtight container clearly labelled, dated and stored in a cool dry place. Fresh pasta should be stored in a refrigerator wrapped tightly in cling film with no holes or openings. This should be clearly labelled including the date of production. Fresh pasta that has been stuffed should be blanched, drained and frozen or chilled in small amounts so it can be separated easily. Frozen pasta must be dated and can be stored for between one and three months.

- **Rice**
  - Dried rice can be stored in a sealed airtight container, the use-by date must be adhered to, and this can be around six to nine months. Rice will deteriorate overtime and signs of poor/out of date rice are; dust, a musty smell and split grains. Rice must be stored away from strong smelling ingredients.

- **Gnocchi**
  - Fresh gnocchi (made from scratch or bought) should be stored in a plastic bag in the fridge for up to three days.

- **Eggs**
  - Eggs should be stored away from strong smelling foods as eggshells are porous. Should be stored below 20°C, the fridge is the best place to keep them.

Learners must know how to store farinaceous and egg dishes:

- 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 of fridge, comply with current food safety legislation.

Learners must know different types of farinaceous and egg dishes:

- Farinaceous dishes – e.g. leek and mushroom pearl barley risotto, cornbread, butternut squash ravioli with a tomato and red onion butter sauce, linguine with smoked salmon, fusilli arrabiatta, lasagne, gnocchi parisienne, tortellini filled with goats cheese and spinach, pea and mint risotto, jambalaya chicken biryani, paella.

- Gnocchi – e.g. gnocchi malloreddus or lemon gnocchi with peas and spinach.

- Egg dishes – e.g. poached eggs florentine, Spanish omelette (tortilla), omelette, eggs en cocotte, vegetable frittata, minted pea and pancetta quiche.

- Combined egg dishes – e.g. quinoa and egg salad with broccoli and seeds, Spanish baked eggs, salmon with spinach and poached egg.

Learners must know how to buy farinaceous and egg products:

- Traceability and source – local, organic, sustainable, sources, animal welfare (free range eggs, barn eggs).

- Quality – local, organic, fresh, dried, frozen

- Cost and value for money

- Ecological impact – carbon footprint, impact of transportation (number of lorries on the road).
LO2 Know how to prepare farinaceous and egg dishes

Learners must know the tools and equipment used to prepare farinaceous and egg dishes:
- Appropriate to task
  - Knives
  - Pans such as sauté pans and saucepans
  - Correct colour-coded chopping boards
  - Trays
  - Bowls
  - Moulds/tins
  - Specialist equipment for example pasta machine, mixers
  - Protective gloves

Learners must know how to select farinaceous and egg items:
- To meet dish specification
  - Amount and size of portions
- Quality of ingredients
  - Look, freshness, colour, smell

Learners must know how to prepare farinaceous and egg items:
- Washing – grains should be washed before cooking as they could have surface dust on them
- Blanching – this preparation technique is used for pasta to speed up cooking process and shorten service time
- Filling – filling ravioli and tortellini with the required amount of filling, not too much or too little
- Portioning – use correct measurement for portions required
- Apply flavourings – to dish requirements, to add flavour to bland ingredients
- Line appropriate moulds/basins/tins – to ease de-moulding, serving dish
- Quality checks of ingredients – to make sure at expected standard, in date, suitable for use, fresh

Learners must know the importance of waste management when preparing farinaceous and egg dishes:
- Portion control
  - Dish specification, portioning by weight – individual portions e.g. if using dried pasta 75g-100g per person is adequate and fresh pasta is around 130g per person. Rice should be measured at 75g per person
- Minimise waste
  - Menu planning to make the most of food items, use discarded food items in other ways – cooked pasta for a pasta salad
  - 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 for accuracy
- The importance of using the correct tools and equipment
  - Use the correct tools and equipment for the task to ensure precision and minimal waste, e.g. when cooking pasta the pan is big enough to allow the pasta to be covered by the water/liquid so it cooks evenly. If the pan is too small the pasta may stick together in clumps and not cook properly, therefore not suitable for service
Learners must know the types of accompaniments served with farinaceous and egg dishes:

- Flavoured oils – e.g. garlic and rosemary, chilli, basil, curry, lemon
- Flavoured butters – e.g. garlic and parsley, herbs, mustard, café de Paris
- Garnishes – fresh herbs, elements of the dish, e.g. asparagus heads for eggs en cocotte with asparagus, cheese, concassé, dish requirements
LO3 Know how to cook and finish farinaceous and egg dishes

Learners must know the tools and equipment used to cook farinaceous and egg dishes:
- Oven
- Stove top
- Griddle
- Grill
- Deep fat fryer
- Pans – frying pan, sauté pan, saucepan
- Roasting tray
- Spider
- Tongs
- Ladles, spoon
- Conical strainer
- Cutter or roller
- Tray

Learners must know cooking methods for farinaceous and egg dishes:
- Grill
  - High temperature is applied to ensure colouring of a complete farinaceous or egg dish. A pasta dish is often sprinkled with cheese and coloured quickly under a salamander
- Shallow fry/stir fry
  - Dry cooking method using a frying pan and fat such as oil. This can be used as a finishing method for rice where the rice is tossed in hot fat with a chosen variety of flavours. This is a very quick method of reheating. Shallow frying can also be used for egg dishes e.g. omelettes and scrambled eggs
- Deep fry
  - The food item 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). Arancini Di Riso is an example of using deep frying with risotto
- Boil
  - Wet cooking method using a liquid such as water or stock which is suitable for the majority of farinaceous ingredients. Boiling is done at 100°C. Boiling, as well as poaching and steaming, are healthy cooking methods as they don’t require the use of fat. All grains, pastas and rice can be cooked using the boiling method
- Poach
  - A similar cooking method to 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 as the food item is cooked slowly and the liquid moves at a slower rate in the pan. The risk of damage is reduced, e.g. poached eggs
- Steam
  - Steam is produced by heating a liquid, such as water or stock, to boiling point. This cooking method is suitable for rice
- Stew
  - This is a method used for risotto and requires the rice to be cooked on a stove top. The rice absorbs all the liquid causing the grains to swell
- **Braise**
  - This method is done in the oven, food is cooked in liquid in a covered pan, e.g. rice can be cooked in the oven with a cartouche on top so the liquid is absorbed and the grains become light and fluffy

- **Bake**
  - Farinaceous and egg dishes are cooked in an oven at temperatures ranging from 140°C to 180°C. This method is suitable for pasta dishes (for example) that have already been made up and do not need any other preparation such as lasagne. If making cornbread this will be baked in an oven at 190°C for 30 minutes

**Learners must know how to make dishes healthier:**
- Choosing alternative ingredients – low fat options such as half fat cream, natural yoghurt, olive oil instead of butter, skimmed or semi skimmed milk
- Choosing alternative cooking methods – steaming, poaching, grilling instead of frying
- Using healthier finishing methods – do not add butter, use a low fat sauce without cream

**Learners must know how to finish farinaceous and egg dishes:**
- Taste and adjust seasoning if required
- Seasoning, balance of flavour
- Adjust consistency of sauces, e.g. if too thick add liquid, if too thin reduce further
- Use of suitable garnish and amount used
- Portion control, consistency of size and shape
- Checking temperature – comply with current food safety regulations
- Plating design – how the food items are placed on the plate/dish
- Plating suitable for service style – choice of plate/dish (colour, size, shape, depth)
LO4 Be able to produce farinaceous and egg 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 and to prevent physical and bacterial 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 that 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 and 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 HACCP. Bacteria that cause serious health problems are:
  - E.coli O157 and Campylobacter
  - Salmonella, especially with the storage and handling of eggs (and poultry)

Apply hazard analysis and critical control points (HACCP):
- Hazard Analysis Critical Control Points (HACCP) are an internationally recognised food safety management. 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
- Keeps food safe from biological, chemical and physical hazards

Produce and follow mise en place work plan:
- Plan work to timescales – mise en place work plan should be realistic and adjusted when necessary
- Follow work plan to ensure mise en place is prepared on time and to meet dish requirements
- Work with accuracy, reduced waste, maximum yield
- Work consistency
- Use appropriate skills and techniques
Prepare a farinaceous or egg dish in line with dish requirements:
- Use of skills and techniques when preparing a farinaceous or egg dish
  - Washing
  - Blanching
  - Filling
  - Portioning
  - Apply flavourings
  - Line appropriate moulds/basins/tins
  - Quality checks of ingredients
- Use tools and equipment appropriately
  - Knives
  - Correct colour-coded chopping boards
  - Trays
  - Bowls
  - Moulds
  - Specialist equipment (e.g. food processor)
  - Protective gloves
- Quality points farinaceous and egg dishes
  - Use-by date
  - Colour
  - Appearance and aroma of all ingredients
  - Texture of ingredients
  - Ingredients are the correct temperature
  - For any damage to ingredients or packaging
  - For freshness

Cook a farinaceous or egg dish in line with dish requirements:
- Grill
- Shallow fry
- Deep fry
- Boil
- Poach
- Steam
- Stew
- Braise
- Baking

Finish a farinaceous or egg dish to meet dish requirements:
- Garnish
- Sauce
- Seasoning
- Flavour
- Consistency
- Check temperature before serving to ensure the correct temperature is reached
- Presentation of dish
- Manage portion size
• Check colour, e.g. is it 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

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.

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<th>Learning outcome</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<td><strong>LO4</strong> Be able to produce farinaceous and egg dishes</td>
<td><strong>P1</strong> Comply with uniform and personal appearance standards</td>
<td><strong>M1</strong> Use the work space effectively</td>
<td><strong>D1</strong> Create a finished dish that reflects attention to detail and creativity</td>
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<td><strong>P2</strong> Comply with food safety and food hygiene standards</td>
<td><strong>M2</strong> Use skills with confidence and accuracy</td>
<td><strong>D2</strong> Explain recommendations for improvements that could be made to the dish</td>
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<td><strong>P3</strong> Apply hazard analysis and critical control points (HACCP)</td>
<td><strong>M3</strong> Use effective communication and team working skills to meet the needs of the service session</td>
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<td><strong>P4</strong> Produce and follow mise en place work plan</td>
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<td><strong>P5</strong> Prepare a farinaceous or egg dish in line with dish requirements</td>
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<td><strong>P6</strong> Cook a farinaceous or egg dish in line with dish requirements</td>
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<td><strong>P7</strong> Finish a farinaceous or egg dish to meet dish requirements</td>
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<td><strong>P8</strong> Identify strengths and areas for improvement to the dish</td>
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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.

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<tr>
<th>P1 Comply with uniform and personal appearance standards</th>
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<tr>
<td>Learners must be professionally presented for practical sessions and assessments. They need to 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. Learners must have minimum make-up, no jewellery, no strong smelling perfume/body spray, short and clean unpainted nails.</td>
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<th>P2 Comply with food safety and food hygiene standards</th>
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<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 appropriate routines and procedures to avoid potentially severe health hazards.</td>
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<tr>
<th>P3 Apply hazard analysis and critical control points (HACCP)</th>
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<td>Learners must follow the HACCP procedures throughout the practical assessment.</td>
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<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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P5 Prepare a farinaceous or egg dish in line with dish requirements

Learners must show they are able to prepare food items for a farinaceous or egg dish, using appropriate skills. Learners will check the ingredients for quality points and the suitability for the dish requirements.

Learners should work independently when preparing food items and consider the requirements of the dish, e.g. when preparing the ingredients for a rice dish they will check the rice meets the quality standards such as appearance and the rice does not smell musty. Learners will also check the quality of all the items/ingredients required for their dish. For example, if using mince for a lasagne the meat will meet the quality requirements expected.

Learners will know how to prepare all aspects of the dish in line with dish requirements e.g. learners will know how to chop vegetables for a vegetarian lasagne and they can make a béchamel sauce.

Learners will select the correct tools and equipment to prepare the dish and use the equipment and tools appropriately, e.g. when preparing to cook gnocchi for 5 people, they will select the correct sized pan for simmering the gnocchi.

P6 Cook a farinaceous or egg dish in line with dish requirements

Learners must select the appropriate cooking method for the dish. For example, when cooking a tortellini dish a variety of cooking methods will be selected such as shallow frying of ingredients for the filling and poaching the final stuffed tortellini. Learners will select the appropriate cooking method depending on the dish requirements.

Learners must show they know how to effectively use the cooking method to meet the dish requirements. The cooking method will be implemented accurately. For example, when poaching the tortellini it will be for the correct time so the tortellini are not overcooked or undercooked.

Learners will select the correct tools and equipment to cook the dish and use the equipment and tools appropriately. For example, a suitable sized pan is selected to poach the tortellini effectively.

P7 Finish a farinaceous or egg dish to meet dish requirements

Learners will finish the dish with appropriate sauces and/or accompaniments and garnishes. For example a strongly flavoured garnish needs to add to the taste and not overpower it.

Learners will consider the plating of the dish to enhance its visual appeal. The plating style will consider the dish, for example when serving spaghetti a bowl will be chosen to ensure the spaghetti does not fall off the plate, it is easier to eat from a bowl and the appearance can be enhanced by putting the spaghetti in the centre of the bowl to give height to the dish.

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 a spaghetti bolognaise dish, the identified strengths may be that they served the dish in a bowl with appropriate garnishes that enhanced the dish. An additional strength may be the depth and flavour of the bolognaise sauce and the added flavour given from the use of basil and parmesan as a garnish. The identified areas that need improvement may be that a little too much pasta was used per portion.

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.

M2 Use skills with confidence and accuracy

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.

For example: when preparing the filling for Tortellini filled with ratatouille served on wilted spinach with tomato coulis – the onions are a perfect brunoise and the raw tomato coulis is completely smooth. The pasta is rolled to the correct thickness and is constructed to a uniform size with consistency of filling. The filling is rich in flavour and the vegetables are perfectly cut brunoise vegetables.

The learner clearly shows that they know what they are doing and confidently carry out the task using skills that show accuracy and deftness.

M3 Use effective communication and team working skills to meet the needs of the service session

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.
D1 Create a finished dish that reflects attention to detail and creativity

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: when plating crab ravioli with a tomato and chive butter, learners will allow 5 medium sized pieces per portion. They will place the five ravioli evenly on a main course plate and drizzle with the sauce. Micro herbs and concassé of tomato will be used as the garnish.

The plating will follow a trend in the industry and preserve the balance of the dish.

D2 Explain recommendations for improvements that could be made to the dish

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, learners may identify that the plating needs to be more appealing to the customer and explain that using a different shaped plate or a large bowl would create a better first impression. Alternatively, if the learner has served mushroom stuffed tortellini with a beef consommé as a starter using a shallow bowl, they may decide, on reflection, that a traditional white double handed soup bowl would create a better visual presentation. They may also explain that the addition of some brunoise vegetables would add some crunch to the dish.

A further alternative may be that the learner focuses on the flavour combinations or flavour balance of the dish and may suggest the use of a mushroom and chilli filling instead of a mushroom filling to make the dish more interesting on the plate.
Resources

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

Recommended text book:
- Cengage Professional Chef Level 2 Diploma 2e edition
- Marcus Wareing, Shaun Hill, Charlie Trotter, Lyn Hall, Annelise Evans. Knife Skills
  Paperback. Publisher: DK (1 August 2012)
  - Language: English
  - ISBN-10: 1409376648
  Techniques & Care. Publisher: Robert Rose Inc; Spi edition (29 Nov. 2010)
  - Language: English
  - ISBN-10: 0778802566

Recommended websites:
- www.cengage.co.uk
- 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 farinaceous and egg 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 and 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 units 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. The UHC70M Food safety and hygiene in the kitchen unit should be delivered before, and applied through the UHC65M Farinaceous and egg dishes unit.

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. The UHC52M Planning and preparing for service unit should be delivered before, and applied through the UHC65M Farinaceous and egg dishes unit.
UHC59M Meat and offal
Meat and offal form a key element of many farinaceous and egg dishes so there is an opportunity to combine the portfolio evidence and graded assessment for UHC59M Meat and offal with UHC65M Farinaceous and egg dishes. The UHC59M Meat and offal unit can be delivered before or integrated with the delivery of the UHC65M Farinaceous and egg dishes unit.

UHC60M Poultry
Poultry is often used as part of farinaceous dishes so there is an opportunity to combine the portfolio evidence and graded assessment for UHC60M Poultry with UHC65M Farinaceous and egg dishes. The UHC60M Poultry unit can be delivered before or integrated with the delivery of the UHC65M Farinaceous and egg dishes unit.

UHC61M Fish and shellfish
Fish and shellfish are a great combination in farinaceous dishes so there is an opportunity to combine the portfolio evidence and graded assessment for UHC61M Fish and shellfish with UHC65M Farinaceous and egg dishes. The UHC61M Fish and shellfish unit can be delivered before or integrated with the delivery of the UHC65M Farinaceous and egg dishes unit.

UHC62M Vegetables and vegetables dishes
There is an opportunity to use vegetables as part of farinaceous and egg dishes or as side dishes; so there is an opportunity to combine the portfolio evidence and graded assessment for UHC62M Vegetables and vegetables dishes with UHC65M Farinaceous and egg dishes. The UHC62M Vegetables and vegetables dishes unit can be delivered before or integrated with the delivery of the UHC65M Farinaceous and egg dishes unit.

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 farinaceous and egg dish and as part of the graded assessment. The UHC63M Stock and soups unit can be delivered before or integrated with the delivery of the UHC65M Farinaceous and egg dishes unit.

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.