



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 2 Diploma in Chinese Culinary Arts

Specification (For Centres)

July 2019

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## About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

### Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

### Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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# 1 Introduction

## 1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills

## 1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

### **1.3 Qualification Title and Codes**

The qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification:

Qualifi Level 2 Diploma in Chinese Culinary Arts - 603/4874/4

### **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Programme Purpose**

### **2.1 Reasons for the Qualification**

This qualification has been created for learners who wish to gain an introduction to Chinese cooking and culinary skills within the catering sector. The qualification also promotes a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required for basic Chinese cooking.

We hope that centres and learners take the opportunity to learn a great deal from the qualification that will provide relevant new skills and qualities. It is envisaged that learners will be encouraged both academic and professional development so that learners move forward to realise their potential.

### **2.2 Aims of the Certificate**

The qualification has been created to develop and reward those learners who are looking to or already have chosen a career in catering and Chinese cooking.

Driven by the demand for social development and economic construction between China and international vocational education, training and applied skills, the cooking qualification will be included in the 'Workshop' to include Chinese and Tianjin characteristics.

The qualification will promote international communication, publicising Chinese cooking as a craft. The qualification has been created to follow the basic principles below.

## 2.3 Learning Outcomes

Learners studying for the Diploma in Chinese Culinary Arts, you will be expected to develop the following knowledge during the programme of study:

### Knowledge:

- Establish knowledge of Chinese food and culture.
- Knowledge for the preparation, cooking, assembly and regeneration of Chinese food associated to the region of Tianjin
- An understanding of current industry legislation and establishment procedures.
- Key nutritional groups their function and main food sources
- Dish development to meet special diets and individual needs.

### Skills:

- Procedures for the safe use and handling of Chinese kitchen equipment and tools.
- Techniques for the preparation, cooking, assembly and regeneration of Chinese food associated to the region of Tianjin, following organisational standards and procedures.
- Select ingredients for each dish that are of the highest quality for the dish or dishes being prepared, to meet the organisational standards and procedures.
- Correct open, set up and closing procedure in a Chinese kitchen.
- Adapt dishes to meet customer religious and dietary requirements.
- Have a good command of the operating skills and requirements of the related positions in Chinese cooking.
- Have a simple cognition on and being able to use the Chinese kitchen equipment and tools.
- Achieving the primary level of Chinese cooking.

These are the overall learning outcomes in line with a level 2 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

## 3. Delivering the Qualification

### 3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues certificates.

QUALIFI's assessment policy and procedures will apply to its assignment setters, markers and moderators.

### **3.2 Access to Study**

All learners should be invited to an induction event to be introduced to the qualification in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Certificate specification, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

### **3.3 Entry Criteria**

#### **QUALIFI Level 2 Diploma in Chinese Culinary Arts**

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- qualifications at Level 1 and/or;
- work experience in a catering environment and can demonstrate ambition with clear career goals.

In certain circumstances, learners with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.



## 4 Structure of the Qualification

### 4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Chinese Culinary Arts is a Level 2 qualification made up of 54 credits. These

units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in realtime
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Qualification Structure

### QUALIFI Level 2 Diploma in Chinese Culinary Arts

The overall structure is based on 54 units that cover a number of topics relating to the learning outcomes. Learners will be invited to attend lectures and workshops that will introduce the subject matter. Learners must complete all units successfully and complete all 54 credits before the Diploma can be issued.

The Certificate requires seven mandatory units to achieve the full qualification. Learners will be expected to attend lectures and workshops that will introduce the subject matter.

Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
CC201	Understanding the Tianjin Food Culture	2	30	3	20
CC202	Identifying and Classifying Chinese Food Ingredients	2	30	3	20
CC203	An Introduction to the use of Kitchen Equipment	2	30	3	20
CC204	Deep Frying, Shallow Frying and Stir-Frying	2	110	11	80
CC205	Steaming, Braising, Red-braising and Poaching	2	110	11	80
CC206	Formation of Noodles and Dumplings	2	120	12	80
CC207	Western Influenced and Chinese Desserts	2	110	11	60

## 4.3 Progression and Links to other QUALIFI Programmes

Completing the **Qualifi Level 2 Diploma in Chinese Culinary Arts** will allow learners to progress to:

- QUALIFI Level 3 Diploma in Chinese Culinary Arts
- directly into employment in an associated profession.

## 4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any

valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## 5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

### 6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

## **8. Course Regulations**

### **8.1 Course Requirements**

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

### **8.2 Classification of Awards**

All qualifications are pass/fail. Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

### **8.3. Learner Voice**

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

### **8.4 Complaints**

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## **9 Equality and Diversity**

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

## **10. Further Professional Development and Training**

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendix 1: Unit Descriptors

### QUALIFI Level 2 Diploma in Chinese Culinary Arts

#### Unit CC201: Understanding the Tianjin Food Culture

Unit code: L/617/7180

RQF level: 2

#### Unit Aim

The aim of this unit is to introduce the learner to the style of Tianjin food, menus and dish styles.

#### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes. To achieve this unit a learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates a learner can:</b>
1: Recognise the geographical location of Tianjin and the main ingredients used in the region.	1.1 Identify the geographical position of Tianjin, the province and neighbouring regions 1.2 Describe the main food groups of the Tianjin region and why they are significant to the region and its people.
2: Understand the characteristics of Tianjin food and Tianjin food culture.	2.1 State the main characteristics of Tianjin food. 2.2 Describe the history of the most common dishes and how they have impacted on the food culture of the region. 2.3 Describe the main differences between the food of Tianjin and that of Beijing and how historical influences have impacted on these differences.
3: Understand the customs associated with the food of Tianjin.	3.1 Describe three examples of Tianjin food customs or celebrations. 3.2 Identify and explain the historical importance of each chosen in 3.1.

## Indicative Content

### **LO1: Recognise the geographical location of Tianjin and the main ingredients used in the region.**

- The geographical position of Tianjin, the province and neighbouring regions.
- The use of fish and shellfish, the importance of lamb and mutton in the creation of menus.
- The impact of religion on the food from the region.

### **LO2: Understand the characteristics of Tianjin and food Tianjin food culture.**

- Identify the dishes associated with Tianjin.
- Describe the history of the most common dishes and how they have impacted on the food culture of the region.
- Main Tianjin regional dishes: Chatang (soup), Ear hole fried cake (rice snack), Goubuli baozi (dumpling), Mahua (fried dough), Tanhulu (Hawthorn berry skewer), Sliced pancake.
- Differences between the food of Tianjin and that of Beijing and the influences that have impacted on these differences.

### **LO3: Understand the customs associated with the food of Tianjin.**

- Food customs and Chinese festival customs.
- The etiquette associated with customs and festivals.

## Delivery and Assessment Guidance

This unit is a theory-based unit, learners will need to access written and online resources.



## Unit CC202 : Identifying and Classifying Chinese Food Ingredients

Unit code: R/617/7181

RQF level: 2

### Aim

The aim of this unit is to introduce the learner to the range of different ingredients used in Chinese cooking. There is an emphasis on selecting quality, seasonal and regional produce and for the learner to compile a glossary of ingredients.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes. To achieve this unit a learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates a learner can:</b>
1: Know about the use of tofu and noodles in Chinese cooking.	1.1 Identify the different noodle types and how they are made. 1.2 Identify different tofu used in cooking from Tianjin and how it is prepared and used in the region's dishes. 1.3 Describe the process of making tofu, pulled noodles and hand cut noodles. 1.4 Describe how to store different types of tofu and noodles, hygienically and in line with current industry legislation. 1.5 Describe what characteristics define the quality of these ingredients.
2: Recognise fresh and dehydrated vegetables used in Chinese cooking.	2.1 Identify fresh and dehydrated vegetables used in Chinese cooking used in the region. 2.2 Describe how to store different types of vegetable and dehydrated ingredients, hygienically and in line with current industry legislation. 2.3 Describe what characteristics define the quality of these ingredients.
3: Recognise meat and poultry in Chinese cooking.	3.1 Identify different types of meat and poultry including eggs used in cooking from the region. 3.2 Describe how to store different types of meat and poultry hygienically and in line with current industry legislation. 3.3 Describe what characteristics define the quality of these ingredients.
4: Recognise fish and shellfish in Chinese cooking.	4.1 Identify different types of fish and shellfish including eggs used in cooking from the region. 4.2 Describe how to store different types of fish and shellfish, hygienically and in line with current legislation. 4.3 Describe what characteristics define the quality of these ingredients
5: Recognise seasonings and condiments in Chinese cooking.	5.1 Identify different types of seasonings and condiments used in cooking from the region

## **Indicative Content (to be presented as glossary of ingredients)**

### **LO: 1 Know about the use of tofu and noodles in Chinese cooking**

- Have a basic understanding of the tofu and noodles used in Chinese cuisine, the types, the quality and storage of these ingredients.

### **LO:2 Recognise fresh and dehydrated vegetables used in Chinese cooking –**

- Learn the common vegetable and dehydrated ingredients, characteristics, the quality identification and the storage methods of vegetable products.
- Examples include dried mushrooms and chilli's, bamboo shoots, bitter melon, bok choy, Chinese broccoli, Chinese celery, Chinese egg plant and Chinese spring onion.

### **LO:3 Recognise meat and poultry in Chinese cooking**

- Basic knowledge of meat and poultry.
- Understand the types of meat and poultry.
- Know how to identify quality and storage methods for lamb, pork, mutton, beef, duck and chicken.

### **LO:4 Recognise fish and shellfish in Chinese cooking**

- Basic understanding of fish and shellfish; the types of marine fish, freshwater fish, other products, and know how to identify their quality and storage methods. Examples include dried shrimp and scallop, live fresh and frozen fish and shellfish varieties.

### **LO: 5 Recognise seasoning and condiments in Chinese cooking**

- Basic understanding of the common seasoning and condiments used in Chinese cuisine
- The types, the quality identification and storage methods of seasonings.
- Examples include dark and light soy sauces, bean pastes, oils including peanut and sesame, doubanjiang bean paste, oyster sauce, hoi sin sauce, Shaoxing wine, yellow wine, star anise, fermented black bean.

## **Delivery and Assessment Guidance**

This unit is a theory-based unit, learners will need to access written and online resources.

## Unit CC203: An Introduction to the use of Kitchen Equipment

Unit code: Y/617/7182

RQF level: 2

### Aim

The aim of this unit is to introduce learners to the equipment and utensils used in a professional kitchen. Learners will be introduced to a range of different resources used in Chinese cooking for food preparation and cooking.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes. To achieve this unit a learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates a learner can:</b>
1: Recognise the different types of heavy equipment used for Chinese cooking.	1.1 Identify different types of heavy equipment used in Chinese cooking and how they are used for different methods of cookery. 1.2 Demonstrate how to effectively and safely use different types of heavy equipment.
2: Recognise the different types of light equipment used for Chinese cooking.	2.1 Demonstrate different types of light equipment used in Chinese cooking and how they are used for different methods of cookery. 2.2 Demonstrate how to effectively clean and store different types of light equipment
3: Understand the different cutting techniques used in Chinese cookery.	3.1 Explain different cuts in Chinese cookery and what knife should be selected for each. 3.2 Explain how each Utensil is used to create a range of prepared items and garnishes.

## **Indicative Content**

### **LO:1 Heavy equipment utensils:**

- Gas and electrical wok ranges, ovens and steamers, blast chillers, duck oven, fish steamers.

### **LO:2 Light equipment:**

- Chinese chopping boards, Chinese spatula and ladles, strainers, woks and moulds.

### **LO:3 Knives:**

- Three positions of cutting food: straight cut, angled cut, and flat cut, chopping, hacking knife, slicing knife, scissors and carving tools.

## **Delivery and Assessment Guidance**

Centres will be required to provide an appropriate kitchen environment and equipment for learners to be taught how to use specific skills required to achieve the Certificate. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Certificate.

## Unit CC204 : Deep Frying, Shallow Frying and Stir-Frying

Unit code: D/617/7183

RQF level: 2

### Aim

The aim of this unit is to introduce learners to three methods of cookery associated with using a wok. Learners will have the opportunity to develop their skills in using these three methods.

There is an emphasis on selecting quality, seasonal and regional produce.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes. To achieve this unit a learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates a learner can:</b>
1: Select and use relevant ingredients for wok cookery.	1.1 Select and use relevant ingredient to create a range of dishes cooked in a wok
2: Recognise the different styles of frying associated with wok cooking.	2.1 Demonstrate different types of frying, using various amounts of oil and varying temperatures for Chinese wok cooking. 2.2 Demonstrate working safely with a wok during cooking.
3: Prepare ingredients to be used when cooking in a wok.	3.1 Demonstrate how to prepare raw meat, fish and vegetables and other ingredients for wok cooking. 3.2 Demonstrate different knife techniques used to prepare Chinese ingredients. 3.3 Prepare other ingredients prior to commencing cooking in a wok.
4: Cook food in a wok with oils and a range of other ingredients.	4.1 Cook stir fried dishes using a range of meat fish and vegetables. 4.2 Cook shallow fired dishes using a range of meat fish and vegetables 4.3 Cook deep fried dishes using a range of meat fish and vegetables 4.4 Use other ingredients including sauces and thickening agents to create dishes 4.5 Demonstrate the use of hygiene skills during cooking that meet current legislation and food hygiene regulations. 4.6 Produce dishes to suite individual's specific dietary, religious and allergenic needs as required.
5: Serve wok fried food.	5.1 Present a range wok cooked food with appropriate garnishes and accompaniments according to specifications

## Indicative Content

### LO1: Select and use relevant ingredients for wok cookery:

- Select and use relevant ingredient to create a range of dishes cooked in a wok, to include meat, fish, poultry, vegetable, sauce to meet the needs of customers and maintaining organisational standards and procedures.

### LO2: Recognise the different style of frying associated with wok cooking:

- Demonstrate different types of frying that can be achieved used various amounts of oil and varying temperatures for Chinese wokcooking.
- Include stir, shallow and deep-frying cooking at a range of temperatures with raw, part cooked or cooked/prepared ingredients, sauces and condiments.

### LO 3: Be able to prepare ingredients to be used when cooking in a wok:

- Identify how to prepare, using a range of cutting techniques, raw meat including poultry and game, fish including shellfish and fresh and seawater fish and vegetables for wokcooking.
- Preparation of other ingredients prior to commencing cookery in a wok, this will include part cooked ingredients, home-made and pre-made sauces, condiments including corn starch and other thickening agents, vegetable, rice and noodles.

### LO4: Be able to cook food in a wok with oils and a range of other ingredients:

- Cook a selection of dishes using a range of meat fish and vegetables.
- Cooking methods must include all stir-frying, shallow frying and deep frying.
- Dishes will use other ingredients including sauces and thickening agents to create dishes.
- During cooking chefs will demonstrate hygiene skills that meet current legislation and food hygiene regulations.

### LO5: Be able to serve wok fried food:

- Present a range wok cooked food with appropriate garnishes and accompaniments and demonstrate knowledge of plating techniques and garnish.

## Delivery and Assessment Guidance

Centres will be required to provide an appropriate kitchen environment and equipment for learners to be taught how to use specific skills required to achieve the Certificate. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Certificate.

## Unit CC205: Steaming, Braising, Red-braising and Poaching

Unit code: H/617/7184

RQF level: 2

### Aim

The aim of this unit is to introduce learners to the steaming, braising and boiling three methods of cookery associated with using a wok. Learners will have the opportunity to develop their skills in using these three methods. There is an emphasis on selecting quality, seasonal and regional produce.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes. To achieve this unit a learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates a learner can:</b>
1: Select and use relevant ingredients for steaming, braising, red-braising and poaching.	1.1 Select and use relevant ingredient to create a range of dishes
2: Prepare and cook dishes that have been steamed.	2.1 Identify different types of food that can be cooked using steam 2.2 Explain what other ingredients can be steamed and the benefits of steaming  2.3 Select cooking equipment and utensils for steaming 2.4 Prepare ingredients for steamed dishes 2.5 Cook a range of steamed dishes 2.6 Produce dishes to suite individual's specific dietary, religious and allergenic needs as required.
3: Prepare and cook dishes that have been braised and red braised.	3.1 Identify different types of food that can be cooked using braising and red-braising 3.2 Demonstrate how braising and red-braising differ 3.3 Explain how cooking liquors can be reused and why 3.4 Select cooking equipment and utensils for braising and red-braising 3.5 Prepare a range of ingredients for braised dishes 3.6 Cook a range of braised dishes
4: Prepare and cook dishes that have been poached.	4.1 Identify different types of food that can be cooked using the poaching method 4.2 Describe how poaching differs from boiling 4.3 Select cooking equipment and utensils for poaching 4.4 Prepare a range of ingredients for poached dishes 4.5 Cook a range of poached dishes
5 Serve dishes using arrange of wet methods of cookery.	5.1 Present a range of food with appropriate garnishes and accompaniments according to specifications

## Indicative Content

### **LO1: Select and use relevant ingredients for steaming, braising, red-braising and poaching.**

- Select and use relevant ingredient for steaming, braising, red-braising and poaching to include meat, fish, poultry, vegetable and sauces.

### **LO2: Be able to prepare and cook dishes that have been steamed.**

- Identify different types of food including meat and derivatives, fish, doughs and vegetables that can be cooked using steam.
- Explain what other ingredients can be steamed and the benefits of steaming. Select cooking equipment and utensils for steaming. Prepare ingredients using knives and other items of equipment for steamed dishes.

### **LO3: Be able to prepare and cook dishes that have been braised and red braised.**

- Identify different types of food that can be cooked using braising and red-braising cookery techniques.
- Select cooking equipment and utensils for braising and red-braising. Describe how braising and red-braising differ, explain how cooking liquors can be reused and why.

### **LO4: Be able to prepare and cook dishes that have been poached.**

- Identify different types of food that can be cooked using the poaching method and how poaching differs from boiling.
- Select cooking equipment and utensils for poaching.
- Explain how poached foods can be used to accompany other dishes for example egg dishes or soups.

### **LO5: Be able to serve dishes using arrange of wet methods of cookery.**

- Present a range of cooked food with appropriate garnishes and accompaniments

## Delivery and Assessment Guidance

Centres will be required to provide an appropriate kitchen environment for learners to be taught how to use specific skills required to achieve the Certificate. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Certificate.



## Unit CC206: Formation of Noodles, Dumplings and Flat Breads

Unit code: K/617/7185

RQF level: 2

### Aim

The aim of this unit is to introduce learners to the methods used to create a variety of doughs, noodles, flatbreads and dumplings. Different techniques to create and shape as well as fillings will be identified.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes. To achieve this unit a learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates a learner can:</b>
1. Understand the cultural & regional difference between Northern style, southern style and Cantonese style cookery.	1.1 Explain the cultural difference in traditional noodles, dumpling and flat breads.
2. Understand the theory of the main production techniques.	2.1 Explain the techniques for the production of noodles, dumplings and flat breads.
3. Understand and demonstrate the correct utensils and equipment for the production of the required recipes.	3.1 Select and apply the correct tools and equipment to produce the following range of recipes covering noodles, dumplings and flat breads
4.1 Demonstrate the basic fundamental skills required to produce a range of recipes.	5.1 Implement the following skills into a range of recipes including: <ul style="list-style-type: none"><li>• Dough formation</li><li>• Shaping of Baozi, dumplings</li><li>• Formation of noodles, both pulled and cut</li><li>• Forming of flat breads</li><li>• Making of basic fillings</li></ul>

## Indicative Content

### **LO1: Understand the cultural & regional difference between Northern style, southern style and Cantonese style cookery:**

- Explain the difference of the food cultures and production of traditional noodle, dumpling and flat bread techniques within regional traditions

### **LO2: Understand the theory of the main production techniques:**

- Fully understand the production process behind each technique.
- Explain the difference in wheat flour, rice flour, doughs and their applications.
- Expand on the difference of protein content in plain and strong flour and what gluten is and how to develop it in dough and rice dishes.
- Understand the difference in leavened doughs using Biological, chemical and physical raising agents.
- Understand the difference between hot and cold doughs and other unleavened doughs.

### **LO3: Understand and demonstrate the correct utensils and equipment for the production of the required recipes:**

- Select and understand when to apply the correct utensils and equipment to produce a range of dishes that suits the recipe criteria and health and safety standards.

### **LO4: Demonstrate the basic fundamental skills required to produce a range of recipes:**

- Dough formation – This must be at the correct level of gluten development, technique of production and stiffness of dough for each recipe.
- Portioning of dough - Consistently be able to scale the dough to the correct size for the required recipe.
- Shaping of Baozi, dumplings – Select and use the correct rolling pin associated with the different methods of producing a range of dumplings and Baozi.
- Formation of noodles, both pulled and cut – Consistently use the correct method for pulling the dough and folding and cutting the dough to produce noodles.
- Forming of flat bread – Shape each flat bread to the correct size, shape and cook correctly.
- Making of basic fillings – Use the correct ingredients and methods to produce filling for each required dish.

## Delivery and Assessment Guidance

Centres will be required to provide an appropriate kitchen environment for learners to be taught how to use specific skills required to achieve the Certificate. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Certificate

## Unit CC207: Western influenced and Chinese Desserts

Unit code: M/617/7186

RQF level: 2

### Aim

The aim of this unit is to introduce learners to the methods used to create a variety of

traditional and western influenced desserts and the different techniques required produce to restaurant standard quality. There is an emphasis on selecting quality, seasonal and regional produce.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes. To achieve this unit a learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates a learner can:</b>
1 Understand the cultural & regional difference between Northern style, southern style and Cantonese style cookery.	1.1 Explain the cultural difference in traditional and western influenced desserts.
2 Understand the theory of the main production techniques.	2.1 Explain the techniques for the production of a variety of plated desserts
3 Understand and demonstrate the correct utensils and equipment for the production of the required recipes.	3.1 Select and apply the correct tools and equipment to produce a range of recipes covering plated desserts.
4 Demonstrate the basic fundamental skills required to produce a range of recipes.	4.1 Implement the following skills into a range of recipes. <ul style="list-style-type: none"><li>• Selection and preparation of ingredients</li><li>• Cooking techniques</li><li>• Framed desserts</li><li>• Moulded desserts</li><li>• Shaping of glutinous rice dishes</li><li>• Making of basic fillings</li><li>• Glazing</li><li>• Portioning</li><li>• Decorating</li></ul>

## Indicative Content

### LO1: Understand the cultural & regional difference between Northern style, southern style and Cantonese style cookery:

- Explain the difference of the food cultures and production of traditional desserts and Western influenced desserts and the techniques used within regional traditions

### LO2: Understand the theory of the main production techniques:

- Fully understand the production process behind each technique, mixing, baking and cooling
- Explain techniques for producing:  
Ganache, Sponge and biscuit based items, mousse-based items, glazing and decorating.
- Understand the difference in leavened doughs using Biological, chemical and physical raising agents.
- Shaping of glutinous rice dishes: shape each rice dish to the correct size and cook correctly.

### LO3: Understand and demonstrate the correct utensils and equipment for the production of the required recipes:

- Select and understand when to apply the correct utensils and equipment to produce a range of dishes that suits the recipe criteria and health and safety standards.

### LO4: Demonstrate the basic fundamental skills required to produce a range of recipes:

- Demonstrate the correct selection of ingredients to produce a range of recipes
- Be able to prepare a range of desserts, using methods that include mixing, baking and cooling
- Produce a range of desserts that include framed, moulded and glutinous rice dishes with a range basic fillings.
- Demonstrate a range of finishing techniques to include portioning, glazing and decorating

## Delivery and Assessment Guidance

Centres will be required to provide an appropriate kitchen environment for learners to be taught how to use specific skills required to achieve the Certificate. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Certificate

## Suggested Reading

The following is a suggested reading list covering all topics within the qualification.

### Chinese Food Culture

1. He, Zh. (2017). Chinese Food Culture. Beijing : Tourism Education Press
2. Ye, Ch. (2011). Chinese Food Culture. Beijing : Beijing Institute of Technology Press
3. Fan, P., Li, Q. (2012). Catering Services and Management. 3<sup>rd</sup> ed. Beijing: Higher Education Press
4. Zhou, Y., Yan, X., Zhong, H. (2015). Practical Banquet Design. 3<sup>rd</sup> ed. Beijing: Higher Education Press
5. Du, L., Yao, H. (2016). 2<sup>nd</sup> ed. Beijing: Tourism Education Press
6. Wei, Y., Yao, H. (2008). Banquet Design and Management. Beijing: China Textile Press
7. Zhang, F. (2001) Jin Cuisine. Tianjin: Tianjin Science and Technology Press

### Chinese Hot Dish

1. Sun, Y., ed. (2002). 1<sup>st</sup> ed. Knowledge of Culinary Ingredients. Beijing: Higher Education Press
2. Li, G., Wang, Y. ed. (2009). 2<sup>nd</sup> ed. Chinese Culinary Techniques. Beijing: Higher Education Press

### Chinese Cold Dish and Dish Deco

1. Zhou, M. (2002). Cold Dish, Cold Platter, and Food Carving Techniques. Beijing: Higher Education Press
2. Li, W., Zhang, Y. ed. (2014). Food Decoration. Zhengzhou: Henan Science Press

### Chinese Noodles, Dumplings, and Flatbread

1. Wu, D. (1981). Production Techniques of Chinese Flour-based Food. Beijing: China Commercial Publishing House

### Tianjin Style dough Sculpture

1. Cui, Y. (2015). Tianjin Folk Arts. Tianjin: Tianjin People's Fine Arts Publishing House
2. Lu, H. (2006). Folk Flour Arts. Nanchang: Jiangxi Fine Arts Publishing House
3. Li, S. (1959). Tradition and Innovation of Huishan Clay Sculpture. In Fine Arts Study. Tianjin: Tianjin People's Fine Arts Publishing House
4. Lin, F. (2013). Practical Lessons of Dough Sculpture Techniques. Beijing: China Fortune Press