



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 4 Diploma in Chinese Culinary Arts Management

Specification (For Centres)

October 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 qualifications 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 qualifications.

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 realized.

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

This qualification has been accredited to the Regulated Qualification Framework (RQF) and have their 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 QANs for these qualifications are as follows:

**Qualifi Level 4 Diploma in Chinese Culinary Arts Management - 603/5188/3**

### **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Programme Purpose**

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

The Qualification has been created to develop and reward those learners who are looking to enhance their career in catering management with a specific interest in Chinese restaurant operations.

Driven by the demand for social development and economic construction between China and international vocational education, training and applied skills, this qualification will include the philosophy to include Chinese and Tianjin characteristics.

The qualification will promote international communication, publicising Chinese cooking and restaurant operations as an advanced craft, demonstrating cultural principles and business disciplines within Chinese restaurant operations.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities. It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential, but also that of organisations across a broad range of sectors.

### **2.2 Aims of the Diploma**

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 qualifications will be included in the 'Workshop' to include Chinese and Tianjin characteristics.

The qualification will promote international communication, publicising Chinese cooking as a craft.

## 2.3 Learning Outcomes

Learners studying for the Level 4 Diploma in Chinese Culinary Arts Management will be expected to develop the following knowledge and skills during the programme of study:

### Knowledge:

- The importance of business value and objectives
- The need for performance targets and how these are commonly developed
- How trends are incorporated into forecasting
- How a financial strategy is prepared, including the risks, constraints and implications for policies
- The financial data required to support decision making and forecasting in a hospitality business
- The concepts of regularity and propriety, and the need for financial accountability
- The diverse target markets of hospitality businesses
- The purpose of market research
- The importance of having a clear strategy for the business
- The principles and purpose of a contingency plan
- The content and importance of a risk management policy
- The principles of effective risk management
- The content and importance of a people strategy
- The principles of recruitment, induction and performance management, including supporting documentation and procedures such as job and person specifications
- The principles of effective listening, feedback and evaluation of team performance
- Principles of effective communication
- Factors upon which customers measure performance and satisfaction
- Principles of measuring customer satisfaction and planning for improvements
- Legal and regulatory framework covering the hospitality industry
- Legal and ethical principles governing marketing in the sector
- The difference between perception, reputation and performance
- Leadership styles, their selection and application in a number of contexts
- Principles of motivation
- Principles of effective change management
- Principles of empowerment of team members
- Principles of matching food and beverages
- Maximising profit through sales of food and beverages
- Effective management of resources, and operations
- Effective management of food and beverage service equipment and stock
- Advance skills development in the subjects of Chinese Culinary Arts
- Sugar craft techniques
- Advanced Dough Modelling

## **Skills:**

- Have a good command of the operating skills and requirements of the related positions in Chinese cooking or management.
- Managing the operation of an efficient kitchen environment Processing and procuring food and commodities
- Delivering food of a consistent quality
- Managing food safety systems that meet legislative requirements
- Preparing new recipes and menus in accordance with the style of the business
- Appropriate application of food and beverage service style
- Mastering the most challenging culinary skills associated with Chinese culinary arts
- Mastering the skill and understanding the cultural formalities of Chinese special occasion dining.

These are the overall outcomes in line with a Level 4 qualification. The learning outcomes and assessment criteria 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 programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, 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 4 Diploma in Chinese Culinary Arts Management

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:

- Level 3 qualification with Hospitality and Catering and/or;
- Learners who possess a level 3 qualification in another discipline and want to develop their careers in venue management and Chinese cooking.
- Qualifi Level 3 Diploma in Chinese Culinary Arts
- Learners who have work experience in a business environment and 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 Level 4 Diploma in Chinese Culinary Arts Management is a Level 4 qualification with a minimum of 50 credits.

The 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 real time
- 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 4 Diploma in Chinese Culinary Arts Management

The qualification is based on 4 mandatory units and 4 optional 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 mandatory units and one optional unit successfully to achieve 50 credits before the Diploma can be issued.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
CC401	Understanding Chinese and Asian Food and Beverage Business Operating Models	4	100	10	50
CC402	Managing People Through the Empowerment of Teams	4	100	10	50
CC403	Creating a Customer Centred Culture	4	100	10	50
CC404	Leadership and Management Within a Performance Centred Culture	4	100	10	50
Unit Reference	Optional Units (Select one)	Level	TQT	Credits	GLH
CC405	Chinese Food and Beverage Service Management	4	100	10	50
CC406	Chinese Culinary Master Skills and Kitchen Management	4	100	10	50
CC407	Mastering the Art of Sugar Sculpture	4	100	10	50
CC408	Mastering the Art of Chinese Dough Modelling	4	100	10	50

## 4.3 Progression and Links to other QUALIFI Programmes

Completing the **Qualifi Level 4 Diploma in Chinese Culinary Arts Management** will allow learners to progress to:

- a QUALIFI Level 5 Diploma;
- 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.net](mailto:support@qualifi.net) or [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7. Assessment

This qualification is vocational as 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) (change to [support@qualifi.net](mailto:support@qualifi.net))

## 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 (add London Phone Number as well)

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com) (change to [support@qualifi.net](mailto:support@qualifi.net))

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com) (shall we remove Qualifi-International)?

## Appendix 1: Unit Descriptors

### QUALIFI Level 4 Diploma in Chinese Culinary Arts Management

#### Unit CC401: Understanding Chinese and Asian Food and Beverage Business Operating Models

Unit code: Y/617/8414

RQF level: 4

#### Aim

A business operating model is the combination of roles, skills, structures, processes, assets, culture and technologies that allows an organisation to deliver on its strategy. This unit aims to introduce Chinese and Asian business operating models and how they achieve goals and meet future challenges.

#### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes. To achieve this unit a learner will:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates a learner can:</b>
1: Understand how to use relevant business operating models to achieve the business vision and values.	1.1 Carry out research into competitor performance 1.2 Present information and data from the research, making business comparisons
2: Know the business's strategy, objectives and key competitors.	2.1 Explain how a Chinese or Asian food and beverage business fits within the wider Chinese and Asian hospitality industry. 2.2 Develop a business plan and strategy 2.3 Explain how to communicate the plan and strategy to the management team.
3: Understand standard business operating procedures.	3.1 Analyse how the service and products are managed and the potential consequences of not managing them effectively. 3.2 Assess how operational process and procedures are implemented in line with business standards.
4: Understand how to manage finance within a Chinese and Asian food and beverage operation.	4.1 Explain how income and costs are monitored and managed. 4.2 Evaluate the control of resource allocation. 4.3 Prepare financial cases for improvement projects. 4.4 Prepare a departmental budget for senior management or the board.



## **Indicative Content**

**LO1: Understand how to use relevant business operating models to achieve the business vision and values.**

**Technology** - understand how technology, supports the delivery of products and services within the business. Maximised the use of technology and evaluate its effectiveness to achieve the desired results.

**The environment** – understand the environment, legislative and social responsibilities and the impact within the business

**Legislation** – manage and continuously review adherence to legislation.

**Data** - Analyse and present a range of complex information and provide intelligence from data, for example on revenue in relation to market factors.

**Yield management** – understand how to carry and recognise the importance of effective yield management from available data.

**LO2: Know the business's strategy, objectives and its key competitors.**

- Local, regional, national and international competition to a business.
- Recognise and promote individual USPs.
- Market structure
- External influences both positive and negative
- Customer analysis
- Customer trends and expectations
- Customer spending
- Who is the customer and how is customer locality achieved?
- Managing customer satisfaction
- Strategy development and presenting information
- The lines of communication and being effective as a communicator to achieve all business objectives
- How to prioritise, avoid stress and structure the workflow of a team to enable the operation to run effectively and efficiently.
- Create a working culture of inclusivity, diversity.

### **LO3: Understand standard business operating procedures.**

- Actively promoting the benefits of working within standard business operating procedures
- Determining how to develop contingency plans that allow consistent levels of service in line with business standards and requirements
- Developing and implementing contingency plans to ensure resources are in place to provide consistent levels of service required by the business
- Knowing how to develop, introduce and measure standard operational procedures
- Embracing company policy through effective communication and management of the team and the operation.
- Communicating relevant information to team members.
- Understanding the benefits of food and beverage matching and how to maximise sales through effective menu design, seasonal promotions and themes.
- Understanding different food service styles and when each is applied most effectively
- Ensuring food and beverage service operation meets business / brand standard at all times through its staff, facilities, menus and equipment.
- Ensuring the beverage offer complements menus and maximises sales, delivering a service that will enhance business opportunities, e.g. seasonal special offers, promoting a themed drinks menu to complement dishes
- Demonstrating passion for high quality food and drink products and service.

### **LO4: Understand how to manage finance within a Chinese and Asian food and beverage operation.**

- Understanding how to manage finance within a Chinese and Asian food and beverage operation.
- Understanding all the cost to run a busy and how-to manage those cost
- Ability to make accurate forecasts based on current and future trends
- Monitoring peaks and troughs in business levels to ensure operational plans allow service standards and resources to be maintained
- The use of calculations and formula to work out profit margin
- Developing tools to manage operational costs
- Understanding how to plan and implement an operational strategy to ensure best allocation and use of resources to meet demand

## **Delivery Guidance and Assessment**

### **Teaching and Learning Strategy**

The emphasis for this module must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills. Therefore, the module should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum.

### **Indicative Assessment**

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

## Unit CC402: Managing People Through the Empowerment of Teams

Unit code: D/617/8415

RQF level: 4

### Aim

This unit introduces the learner to how to effectively manage people, so that they are motivated and committed to delivering quality products and services. that the emphasis is on how effective people management is key for organisations seeking business success.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand the importance of company vision, values, empowerment and following procedures.	1.1 Explain how to implement a positive working culture and environment for the entire team. 1.2 Assess how to implement a variety of different strategies to empower the team. 1.3 Explain the importance of procedures and how to ensure staff follow them.
2 Understand how to manage and motivate of teams and individuals effectively.	2.1 Analyse the management and leadership styles and skills required in a hospitality business environment. 2.2 Explain the principles of motivation and the application of motivational techniques within the workplace. 2.3 Create a people strategy for a hospitality business 2.4 Explain how to effectively manage recruitment, induction, team development and succession planning to support the implementation of the business strategy.
3 Understand the importance of effective communication when managing the performance of teams.	3.1 Explain how to mentor team members to enable measurable improvements to the performance of individuals and the team. 3.2 Explain principles of effective listening, feedback and evaluation of team performance. 3.3 Describe how feedback can be used to establish strengths and areas for development, linking them to learning and development objectives.

<p>4 Understand the ethos of a diverse and inclusive culture that demonstrates social inclusion.</p>	<p>4.1 Discuss how to support team members to carry out work activities that respond to a diverse range of needs.</p> <p>4.2 Explain how to lead by example to promote business and social responsibility and act as a role model to ensure self and team are operating in an empathic, fair and consistently professional manner.</p>
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## Indicative Content

### LO1: Explain and demonstrate the importance of company vision, values, empowerment and following procedures

- Understanding both English and Chinese culture and values within the service sector
- Developing trust within teams:
- Ensuring the team is part of the decision-making process and enabling them to input ideas
- Developing the team through individual appraisals and developing leaders within the team
- Different ways to encourage open communication and critical thinking
- Creating a working spirit of mutual value and continue improvement

### LO2: Understand how to manage and motivate of teams and individuals effectively

- The major theories of motivation
- The types of motivation in business
- The importance of motivation and it how it develops within individuals and teams
- The five stages of team development **forming, storming, norming, performing, and adjourning.**
- How to drive a strong culture of belief in the brand/product within the service to customers
- Select and understand a wide range of management and leadership skills appropriate to the business to motivate and inspire others
- Key strategies for developing and maintaining productive teams
- Managing conflict within teams

### LO 3 Understand the importance of effective communication when managing the performance of teams

- The importance of confidentiality
- Exploring ineffective and effective methods of communication
- How to measure communication is effective
- Matching the method of communication to the situation

- The different styles of feedback and how-to analysis the feedback to make judgements
- Communicating with different people to achieve the best outcomes
- Challenges of communication within a Chinese restaurant setting
- How to measure and record performance to aid future development
- Appraisals and performance reviews
- Having challenging discussions
- Evaluation of team performance
- Explaining how feedback will inform future development referring, if relevant, to the final feedback received from superiors, peers and direct reports

#### **LO 4 Understand the ethos of a diverse and inclusive culture that demonstrates social inclusion**

- Managing the independencies of multiple diverse teams effectively
- Knowing how to carry out talent management planning in line with the business strategy,
- Knowing how to develop a culture of continuous development.
- Actively supporting team members to improve and grow within their roles and careers
- Be accountable, advocate and adhere to the importance of working legally in the best interest of all people

#### **Delivery Guidance and Assessment**

##### **Teaching and Learning Strategy**

The emphasis for this module must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills. Therefore, the module should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum.

##### **Indicative Assessment**

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

## Unit CC403: Creating a Customer Centred Culture

Unit code: H/617/8416

RQF level:4

### Aim

The aim of this unit is to analyse the needs of customers within a Chinese restaurant environment and use this to help set targets for future growth and to measure strategy and performance.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand the importance of customer satisfaction and how to measure it.	1.1 Explain what is meant by the following terms and their importance to a hospitality business: <ul style="list-style-type: none"><li>• Customer loyalty</li><li>• Customer lifetime value</li><li>• Customer recovery</li><li>• Service Culture</li><li>• Customer experience</li><li>• Customer Advocacy</li></ul> 1.2 Discuss how to measure customer satisfaction.
2 Be able to analyse the effects of poor and good customer care on a restaurant business.	2.1 Discuss the implications of both positive and negative for the following elements in relation to customer care: <ul style="list-style-type: none"><li>• Staffing</li><li>• Sales and productivity</li><li>• Ratings and brand reputation</li><li>• Customer relations</li></ul>
3 Devise a customer care strategy to ensure effective customer care within a restaurant setting.	3.1 Develop a customer service plan to include service standards and a method for gathering feedback.  3.2 Outline a training plan for staff.  3.2 Explain how the improvements will be managed and how they are likely to affect the future success of the business.

## **Indicative Content**

### **LO1: Understand the importance of customer satisfaction and how to measure it.**

- Ways to communicate with your **customers**
- Loyalty incentives when to use them and when not to use them
- Payment methods
- Personalising great customer service
- What makes a loyal customer?
- The importance of customer loyalty to the business
- Dealing with customer complaints and comments
- Understanding the customer journey
- Business cases in recent years where customer service/ care has failed and the consequences
- Business cases in recent years where customer service/ care has been successful and the story.

### **LO2: Be able to analyse the effects of poor and good customer care on a restaurant business**

- Explore how poor customer care may go undetected by managers
- Discuss strategies to ensure consistent good customer care
- Retention of staff
- Discipline of staff
- Staff training
- Monitoring sales data that may indicate levels of customer satisfaction
- Investigation into complaints and compliments.

### **LO3: Devise a customer care strategy to ensure effective customer care within a restaurant setting**

- Determining the **customer service** vision
- Assessing the needs of the **customer**
- Resources and staff development
- Target setting
- Ensuring buy in for all stakeholders

Feedback methods:

- Online platforms
- In house collation
- In formal discussion
- Open forums, i.e. open nights, staff observations and suggestions, engaging loyal customer base.



## **Delivery Guidance and Assessment**

### **Teaching and Learning Strategy**

The emphasis for this module must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills. Therefore, the module should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum.

### **Indicative Assessment**

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

## Unit CC404: Leadership and Management within a Performance Centred Culture

Unit code: K/617/8417

RQF level: 4

### Aim:

The aim of this unit is to introduce the learner leadership and management within a business culture focused on performance.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the responsibilities of an employer and employee within a business context.	1.1 Assess how to manage people performance and capability. 1.2 Discuss how to develop teams in line with operational policy and procedures and support appropriate decision making. 1.3 Determine how to develop contingency plans that allow consistent levels of service in line with business standards and requirements 1.4 Analyse environmental, legislative and social responsibilities and their impact within hospitality businesses
2: Understand how to monitor customer satisfaction to ensure product / service is delivered according to customer profiles and business requirements.	2.1 Evaluate standard business operating procedures, services and products and how they are managed effectively. 2.2 Discuss the management information available in own area and how to use, analyse and act on it to drive business change
3: Know how to consistently communicate and engage with people and teams.	3.1 Demonstrate effective methods of communication and leadership that achieve the desired results. 3.2 Provide support and coaching to team members to maximise their performance. 3.3 Manage teams to take pride in their role through demonstrating a consistently positive and professional approach to communication.
4: Understand how to create a people strategy and effectively manage recruitment, induction, team development and succession planning to deliver the strategy.	4.1 Explain how to carry out talent management planning in line with the people strategy. 4.2 Explain how to develop a culture of continuous development, actively supporting team members to improve and grow within their roles and careers.

	<p>4.3 Assess the importance of a commitment to self-improvement and championing a culture of continual development and progression.</p> <p>4.4 Describe how to identify potential risks to people and the business and how to plan for and minimise the impact.</p>
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## Indicative Content

### **LO1: Understand the responsibilities of an employer and the parameters of the business**

- Performance reviews
- Capability reviews
- Target setting and monitoring of targets
- Staff empowerment and responsibilities
- Staff development and training
- Agreeing a common purpose, vision
- Identifying risk and priorities risk
- Communication and appraisal of business ideas and plans in light of potential risk
- Understanding the business responsibilities:
  - Carbon footprint
  - Waste management
  - Sustainability
  - Employment good practice and employment legislation
  - Community engagement and support
  - Moral and ethical responsibility of the brand philosophy

### **LO2: Understand how to Monitor customer satisfaction to ensure product / service is delivered according to customer profiles and business requirements.**

- What are SOP's and how to write them, manage and review them.
- Analyse, interpret and evaluate product / service sales
- How to use productivity data and information and use it to make recommendations for future planning of staff and resources.
- Ideas for new initiatives, and how to drive business change
- Make decisions based on a sound analysis and judgement of available management information
- Understand how technology supports the delivery of products and services in hospitality businesses

### **LO3: Understand how to consistently communicate and engage with people and teams**

#### **The principles of communication:**

- Clarity
  - Correctness
  - Completeness
  - Conciseness
  - Concreteness
  - Coherence
  - Courtesy
- 
- The types of effective communication and applying them to different situations.
  - The benefits of effective communication and what is effective communication
- 
- Clear idea regarding topics and receiver of communication.
  - Determination of purpose.
  - Understanding the environment of communication.
  - Planning for communication with consulting others.
  - Consider the content of the message.
  - To make the receiver aware about the value of communication.
  - There must be feedback from the receiver.
  - To define properly whether communication messages are of short-run or long-run importance.
  - All actions must be suitable with communication.
  - Good listening.
  -

### **LO4 Understand how to create a people strategy and how to effectively manage recruitment, induction, team development and succession planning deliver the strategy**

- Developing induction material and the importance of induction
- Training and staff development
- Matching the experience and the skills of the team to the business needs
- Self-appraisal and development
- How to lead by example
- Business risk assessment
- Action planning

## **Delivery Guidance and Assessment**

### **Teaching and Learning Strategy**

The emphasis for this module must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills. Therefore, the module should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum.

### **Indicative Assessment**

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

## Unit CC405: Chinese Food and Beverage Service Management

Unit code: M/617/8418

RQF level: 4

### Aim

The aim of this unit is to introduce learners to the high level of skill and detailed knowledge required to correctly prepare and serve a special festival/ celebration event within a formal Chinese dining occasion.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner will:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to set up a dining area for a Chinese formal occasion at master level.	1.1 Understand the cultural requirements of the formal occasion. 1.2 Demonstrate a comprehensive and highly competent ability to set up the dining area correctly in line with the occasion.
2. Be able to serve Chinese food and drink for a Chinese formal occasion observing the appropriate rituals and etiquette.	2.1 Explain the different rituals and etiquette expectations of the client 2.2 Demonstrate a comprehensive and highly competent ability to serve the food and drink correctly in line with the occasion and according to the ritual and etiquette for the occasion.
3. Be able to prepare, train and monitor the service team to ensure the correct high standards are maintained and Chinese customs are respected and honoured during service.	3.1 Explain to a service team the semantics of the different cultural norms when serving food and drink for a formal Chinese dining occasion. 3.2 Demonstrate the effective management of the dining experience from start to finish, ensuring complete customer satisfaction and observing Chinese customs.

### Indicative Content

#### LO1: Be able to set up a dining area for a Chinese formal occasion at master level.

- Table layup and advanced Napkin folding
- Decorative tableware and arrangements
- Preparation of all the ancillary equipment
- Ensuring all the details are in place for the occasion

**LO2: Be able to serve Chinese food and drink for a Chinese formal occasion observing the appropriate rituals and etiquette.**

- How to greet the client and when to take them through to the dining room
- Pre-dinner drinks and formalities
- What gifts the clients may bring for the occasion and what to do with the gifts
- Following the formalities of a special festive during service
- Knowing the menu and the correct order of service
- Understanding the equity of service
- Ensuring the correct equipment and utensils are available at the correct time during the service.
- Drink and tea service, when and how to serve correctly
- Wine service, understanding the wines and how they match to the food
- Correct service of wine and after dinner drinks

**LO3: Be able to prepare, train and monitor the service team to ensure the correct high standards are maintained and Chinese customs are respected and honoured during service.**

- Lead a team to ensure they support the service effectively
- Explaining the format of the occasion and the cultural rituals and etiquette involved
- Ensuring high levels of personal presentation and service standards from the entire team.
- Demonstrate correct communication standards and etiquette when speaking with the customer and the team during the service.

**Delivery Guidance and Assessment**

**Teaching and Learning Strategy**

The emphasis for this module must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills. Therefore, the module should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum.

**Indicative Assessment**

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

## Unit CC406: Chinese Culinary Master skills and Kitchen Management

Unit code: T/617/8419

RQF level: 4

### Aim

The aim of this unit is to introduce learners to the high level of skill and detailed knowledge required to correctly prepare, cook and serve a selection of dishes that are classified as Master level dishes.

The unit also introduces the topic of kitchen management within a Chinese restaurant setting.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner will:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to use the skills required to prepare, cook and serve at Master level.	1.1 Demonstrate a comprehensive and highly competent ability to prepare and cook the following dishes. <ul style="list-style-type: none"><li>● Marinated and roasted whole Peking duck</li><li>● Baozi Dumplings</li><li>● Hand pulled fine Noodles</li></ul>
2 Be able to manage the effective running of a kitchen.	2.1 State key ingredients, preparation, cooking and service methods of menu items and communicate relevant information to team members. 2.2 Explain how to manage the performance of a diverse team. 2.3 Explain the legal responsibilities and business expectations of managing a food production environment. 2.4 Demonstrate accurate business awareness and financial competence when running a kitchen.
3. Understand how effective teamwork across the business has a positive effect on the customer experience and the business.	3.1 Assess the benefits of food and beverage matching and how to maximise sales through effective menu design. 3.2 Explain different food service styles and when each is applied most effectively, including seasonal promotions and trends.



	3.3 Explain the importance of harmonising teams across the business and the positive impact this has on the business.
4. Understand how to prepare, train and monitor the food production team to ensure the correct high standards are maintained at all times.	4.1 Explain how to produce standard recipes 4.2 Explain how to develop a culture of high standards and how to manage these standards

### Indicative Content

#### **LO1: Be able to use the skills required to prepare, cook and serve at Master level.**

- Specialised techniques required to master the skills for the highlighted dishes e.g. Peking duck:
- Selecting the correct kind of duck.
- Pumping with air, methods used and the reasons why this technique is used.
- Rendering the skin.
- Hanging and methods of drying the skin
- Cooking and serving the duck
- Additional uses for the duck meat if not being served alongside the skin

#### **Hand shaping of the Baozi dumplings:**

- Making the dough
- Different fillings
- Techniques for hand rolling and cutting the dough by hand
- Shaping the individual disc for the dumplings
- Individual hand filling and sealing to prevent leaks
- Cooking methods
- Serving the dumplings

#### **LO2: Be able to manage the effective running of a kitchen Understand the correct use of wide variety of Chinese specialised ingredients and seasoning.**

- Understand how to match cooking methods to food types and dishes
- Be able to demonstrate and guide the team to reach the correct standard
- Multitask with efficiently and maintain operational standards of food production and finished dishes
- Lead by example, coaching, mentoring, appraising and correcting a team of chefs to ensure correct standards are maintained.

- Managing HACCP, Hygiene standards, H&S, procurement, equipment, productivity levels and standards, menu development and financial accountability.
- Understand diversity within the teams, level of competence, experience and ability.

**LO 3: Understand how effective teamwork across the business has a positive effect on the customer experience and the business.**

- Working across multi-disciplined teams
- Reporting to management issues within the Kitchen
- Supporting the positive image of the company
- Contributing to the success of the business via financial accountability, increased sales waste management, departmental cost control and management,
- Menu ideas for special occasions within the Chinese calendar and for special occasion dining

**LO 4: Understand how to prepare, train and monitor the food production team to ensure the correct high standards are maintained at all times.**

- Mentoring and coaching skill development
- Empowering staff to take responsibility
- Effective team communication
- Setting of values and team working principles
- Developing and training staff
- Supporting positive feedback
- Development of standard recipes and costing them, to help create a consistent product
- Managing expectations of the team

## **Delivery Guidance and Assessment**

### **Teaching and Learning Strategy**

The emphasis for this module must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills.

Therefore, the module should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum. Centres will be required to provide an appropriate kitchen environment for learners to be taught how to use specific skills required to achieve the Diploma.

### **Indicative Assessment**

The assessment strategy for this module is designed to test all the learning outcomes.

## Unit CC407: Mastering the Art of Sugar Sculpture

Unit code: K/617/8420

RQF level: 4

### Aim

The aim of this unit is to introduce the learner to the art of traditional Chinese and international sugar work. Sugar sculptures may be used as alternatives to a wedding cake. However they are often much more expensive, as they are made to order and very time consuming to create.

This traditional Chinese art form uses heated, liquid sugar to create three dimensional, often blown figures. It's called "糖人 (sugar people)". The sugar people's candy in China is brownish-yellow.

**Sugar sculpture** is the art of producing artistic centrepieces entirely composed of sugar and sugar derivatives.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner will:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Be able to produce a Pulled sugar piece.	1.1 Demonstrate the technical skills to produce a pulled sugar piece suitable for presentation 1.2 Explain the complexities of the entire process including: <ul style="list-style-type: none"><li>• selecting ingredients</li><li>• preparing equipment</li><li>• correct measuring and use of ingredients</li><li>• handling the sugar</li></ul> 1.3 Explain in detail the process from start to finish and the possible considerations when working with pulled sugar.
2 Be able to produce a Blown sugar piece.	2.1 Demonstrate the technical skills to produce a blown sugar piece suitable for presentation. 2.2 Explain the complexities of the entire process including: <ul style="list-style-type: none"><li>• selecting ingredients</li><li>• preparing equipment</li><li>• correct measuring and use of ingredients</li><li>• handling the sugar</li></ul> 2.3 Explain in detail the process from start to finish and the possible considerations when working with blown sugar.

<p>3 Be able to produce a Caste sugar piece.</p>	<p>3.1 Demonstrate the technical skills to produce a caste sugar piece suitable for presentation.</p> <p>3.2 Explain the complexities of the entire process including:</p> <ul style="list-style-type: none"> <li>• selecting ingredients</li> <li>• preparing equipment</li> <li>• correct measuring and use of ingredients</li> <li>• handling the sugar</li> </ul> <p>3.3 Explain in detail the process from start to finish and the possible considerations when working with caste sugar.</p>
<p>4 Be able to produce a Pastillage sugar piece.</p>	<p>4.1 Demonstrate the technical skills to produce a pastillage piece suitable for presentation</p> <p>4.2 Explain the complexities of the entire process including:</p> <ul style="list-style-type: none"> <li>• selecting ingredients</li> <li>• preparing equipment</li> <li>• correct measuring and use of ingredients</li> <li>• handling the sugar</li> </ul> <p>4.3 Explain in detail the process from start to finish and the possible considerations when working with pastillage sugar.</p>
<p>5 Be able to produce a Pressed sugar and Rock Sugar piece.</p>	<p>5.1 Demonstrate the technical skills to produce a pressed sugar and rock sugar piece suitable for presentation.</p> <p>5.2 Explain the complexities of the entire process including:</p> <ul style="list-style-type: none"> <li>• selecting ingredients</li> <li>• preparing equipment</li> <li>• correct measuring and use of ingredients</li> <li>• handling the sugar</li> </ul> <p>5.3 Explain in detail the process from start to finish and all possible considerations when working with pressed and rock sugar.</p>
<p>6 Be able to produce a Spun sugar piece.</p>	<p>6.1 Demonstrate the technical skills to produce a spun sugar piece suitable for presentation</p> <p>6.2 Explain the complexities of the entire process including:</p> <ul style="list-style-type: none"> <li>• selecting ingredients</li> <li>• preparing equipment</li> <li>• correct measuring and use of ingredients</li> <li>• handling the sugar</li> </ul> <p>6.3 Explain in detail the process from start to finish and the possible considerations when working with spun sugar.</p>

## **Indicative Content**

### **LO1: Be able to produce a Pulled sugar piece.**

- Cooking temperature of the sugar
- The use of the correct equipment and understanding the hygiene implications when working with sugar
- The scientific progress when heating sugar
- The different stages of sugar boiling and how to test
- Adding colours to sugar
- Different techniques when folding sugar
- Safety implications when working sugar
- Additional ingredients their purpose and scientific reactions with sugar
- How to stretch sugar
- The process of incorporating air into sugar and its purpose
- Techniques used to sculptor sugar
- Building a sculptor from different parts

### **LO2: Be able to produce a Blown sugar piece.**

- Rubber pumps and how to use them
- Blowing and shaping sugar
- Safety considerations and hygiene considerations when blowing sugar
- Cooling blown sugar
- Compiling large pieces by attaching multiple pieces together
- Storing and displaying blown sugar

### **LO3: 3 Be able to produce a Caste sugar piece.**

- Preparing the liquid sugar for moulding
- Selecting and preparation of moulds for sugar work
- Adding Moulded sugar to extended pieces of sugar sculptors
- Other uses for moulded sugar work
- Hygiene and safety implications and considerations when moulding sugar
- Selection of ingredient

### **LO4: Be able to produce a Pastillage sugar piece.**

- Preparing and selection of correct tools when producing Pastillage
- Moulding and shaping Pastillage
- Ingredients and techniques of producing Pastillage
- Drying techniques
- Tools to cut and shape pieces
- Compiling finished display pieces

### **LO5: Be able to produce a Pressed sugar and Rock Sugar piece.**

- Method to produce pressed sugar pieces
- How pressed sugar differs from pulled and blown sugar
- Adding pressed sugar to additional sugar pieces to create an overall sugar sculptor
- The addition of royal icing to liquid sugar to produce rock sugar
- Preparing moulds
- Chilling and setting
- Colouring and using rock sugar

**LO6: Be able to produce a Spun sugar piece.**

- Preparing the sugar syrup and the different consideration from preparing sugars for pulling and blowing
- Equipment and ingredient considerations when producing spun sugar
- Hygiene and safety considerations
- How to spin sugar
- Uses for spun sugar
- Storage of spun sugar

**Delivery Guidance and Assessment**

**Teaching and Learning Strategy**

The emphasis for this module must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills.

Therefore, the module should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum. Centres will be required to provide an appropriate kitchen environment for learners to be taught how to use specific skills required to achieve the Diploma.

**Indicative Assessment**

The assessment strategy for this module is designed to test all the learning outcomes.

## Unit CC408: Mastering the Art of Chinese Dough Modelling

Unit code: M/617/8421

RQF level: 4

### Aim

The aim of this unit is to introduce the learner to the art of traditional Chinese dough modelling. Dough sculptures and models may be used as alternatives to a wedding cake and are also often used to decorate Chinese banquets and to help celebrate traditional Chinese occasions. There are many different aspects to both edible and non-edible Chinese dough modelling with various kinds of dough modelling, including dough figurines, dough animals, dough flowers, dough feather and dough fruits.

This traditional Chinese art form uses mainly sticky rice powder, which is blended into different colours, which are hand crafted to create three dimensional objects.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner will:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand the characteristics and cultural significance of Chinese dough modelling.	1.1 Explain the correct methods and ingredients used to colour the modelling dough. 1.2 Analyse the additional ingredients used in the formation of Modelling dough and understand their uses. 1.3 Explain the different tools and their uses when modelling dough. 1.4 Explain the history and cultural significance of Dough modelling and different dough models.
2 Be able to produce a selection of complex dough flowers.	2.1 Demonstrate the technical skills to produce a range of complex dough flowers. 2.2 Explain the complexities of the entire process including: <ul style="list-style-type: none"> <li>• selecting ingredients</li> <li>• preparing equipment</li> <li>• correct measuring and use of ingredients</li> <li>• handling the dough</li> </ul> 2.3 Explain in detail the process from start to finish and the possible considerations when working with modelling dough
3 Be able to produce a selection of dough figurines.	3.1 Demonstrate the technical skills to produce a range of dough figurines suitable for presentation 3.2 Explain the complexities of the entire process including: <ul style="list-style-type: none"> <li>• selecting ingredients</li> </ul>



	<ul style="list-style-type: none"> <li>• preparing equipment</li> <li>• correct measuring and use of ingredients</li> <li>• handling the dough</li> </ul> <p>3.3 Explain in detail the process from start to finish and the possible considerations when working with dough.</p>
<p>4 Be able to produce a complex dough centrepiece, suitable for a special Chinese occasion.</p>	<p>4.1 Demonstrate the technical skills to produce a complex dough centrepiece suitable for presentation at a special Chinese occasion.</p> <p>4.2 Explain the complexities of the entire process including:</p> <ul style="list-style-type: none"> <li>• selecting ingredients</li> <li>• preparing equipment</li> <li>• correct measuring and use of ingredients</li> <li>• handling the dough</li> </ul> <p>4.3 Explain in detail the process from start to finish and the possible considerations when working with large centrepieces.</p>

### Indicative Content

#### **LO1: Understand the characteristics and cultural significance of Chinese dough modelling.**

- Traditional folk art of dough modelling
- Different colouring agents used in dough modelling
- Feudal society and the history of dough modelling
- How to preserve dough models and prevent from moulding, cracking and discolouration.
- The use of natural preservatives in dough modelling i.e. Sesame oil, salt, corn-starch.
- Spring festival dough modelling
- Tools used to model dough, chopsticks, toothpicks modelling tools.

#### **LO2: Be able to produce a selection of complex dough flowers.**

Selecting the correct tools to make:

- Dough flowers, a range of different sizes, colours and shapes
- Dough feather, a range of different sizes, colours and shapes
- Dough fruits. a range of different sizes, colours and shapes

### **LO3: Be able to produce a selection of dough figurines.**

- Dough figurine, a range of different sizes, colours and shapes
- Dough animals a range of different sizes, colours and shapes,

### **LO4: Be able to produce a complex dough centrepiece, suitable for a special Chinese occasion.**

- Selecting the correct tools and techniques to be able to produce a complex Chinese centrepiece suitable for a special occasion.
- Balance of colour, size and composition of the final piece
- With particular attention to detail of final painting and finishing touches.

## **Delivery Guidance and Assessment**

### **Teaching and Learning Strategy**

The emphasis for this module must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills.

Therefore, the module should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum. Centres will be required to provide an appropriate kitchen environment for learners to be taught how to use specific skills required to achieve the Diploma.

### **Indicative Assessment**

The assessment strategy for this module is designed to test all the learning outcomes.

## Suggested resources

1. Exceptional Service, Exceptional Profit: The Secrets of Building a Five-Star Customer Service Organisation. 2010 by Leonardo Inghilleri and Micah Solomon.
2. Food & beverage cost control / Lea R. Dopson, David K. Hayes.
3. Hospitality experience : an introduction to hospitality management  
Frans Melissen, Jean-Pierre van der Rest, Stan Josephi & Rob Blomme.
4. EASY Ways to Show Your Employees YOU Care! A Booklet for Hotel Managers and Others Kindle Edition  
by Jokima Hiller.