



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 3 Diploma in Chinese Culinary Arts (Lu Ban)

Specification (For Centres)

November 2018

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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. QUALIFI is also recognised by Qualifications in Wales (QiW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

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 these 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 qualification.

Discussions and feedback have been taken throughout the development of the qualifications 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 Code

This 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 is as follows:

Qualifi Level 3 Diploma in Chinese Culinary Arts (Lu Ban) (603/3164/1)

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 develop their Chinese cooking and culinary skills within the catering sector.

The qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required for Chinese cooking. It also allows specialist development through the units.

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.

The Diploma is accredited at Level 3. The programme has a total equivalence of 85 credits.

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 qualification will be included in the 'Lu Ban 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 abide the following basic principles:

2.3 Learning Outcomes of the Diploma

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

1. Have a knowledge of Chinese food and beverage culture.
2. Master the cultural connotation of Chinese cuisine and the essence of food culture in Tianjin.
3. Master the selection, identification and cooking of raw material processing.
4. Have a good command of the operating skills and requirements of the related positions in Chinese cooking.
5. Have a simple cognition on and being able to use the Chinese kitchen equipment and tools.
6. Achieving the primary level of Chinese cooking.

These are the overall learning outcomes in line with a Level 3 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 'Handbook on Guidance and Requirements for Assessment and Marking' 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 3 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 2 and/or;

- work experience in a catering environment and can demonstrate ambition with clear career goals;
- a Level 3 qualification in another discipline and want to develop their careers in Chinese cooking.

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.

In the case of applicants whose first language is not English, then IELTS 5 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education post-graduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Chinese Culinary Arts is a Level 3 qualification made up of 85 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 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

The overall structure of the course is based on five 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 achieve 85 credits before the Diploma can be issued.

QUALIFI Level 3 Diploma in Chinese Culinary Arts

The Diploma requires five mandatory units to achieve the full qualification.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
CC301	Preparing and Making Hot Chinese Dishes	3	390	39	254
CC302	Preparing and Decorating Chinese Cold Dishes	3	130	13	85
CC303	An Introduction to Chinese Pastry	3	140	14	91
CC304	Understanding the Chinese Food Culture	3	40	4	26
CC305	Dough Modelling	3	150	15	98

4.3 Progression and Links to other QUALIFI Programmes

Completing the **Qualifi Level 3 Diploma in Chinese Culinary Arts (Lu Ban)** will allow learners to progress to:

- a QUALIFI Level 4 Diploma;
- directly into employment in an associated profession.

4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here <http://www.QUALIFI.net/learning-pathways/>

4.5 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

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

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

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)115 888 2323 or +44 (0)208 123 2946

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit CC301: Preparing and Making Hot Chinese Dishes

Unit code: J/616/9756

RQF level: 3

Aim

The aim of this unit is to introduce the learner to Chinese food culture. Learners will be introduced to a range of different dishes and methods used in Chinese cooking.

There is an emphasis on selecting quality produce and how to prepare hot Chinese dishes including the selection of the correct ingredients and using specific knife skills exemplified by characteristics of Tianjin cuisine.

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: Recognise the different types of ingredients required for Chinese cooking	1.1 Identify different types of ingredients used in Chinese cooking and their nutritional value 1.2 Describe how to store different types of ingredients used in Chinese cooking hygienically 1.3 Identify the different types of seasoning used in Chinese cooking
2: Understand and demonstrate the preliminary preparation of fresh raw materials	2.1 Identify how to prepare and grade raw materials for cooking 2.2 Demonstrate different knife techniques to prepare Chinese food 2.3 Identify and demonstrate the principles and techniques for selecting different combination of ingredients, specifically those most commonly used
3: Understand and demonstrate the different characteristics and composition of Chinese cooking skills and techniques	3.1 Differentiate between Chinese and other cooking techniques 3.2 Explain how to use different cooking techniques for a variety of produce and demonstrate how to cook a range of dishes using these techniques. 3.3 Identify the characteristics of the eight regional cuisines and their representative dishes
4. Demonstrate how to apply basic utensil handling skills required to produce Chinese hot food dishes.	4.1 Identify different Chinese utensils and how they are applied 4.2 Demonstrate basic wok skills 4.3 Demonstrate a range of knife skills

Indicative Content

LO1: Recognise the different types of cooking ingredients required for Chinese cooking

Knowledge of cooking ingredients- study the classification, selection, quality identification and qualitative classification storage methods of cooking materials.

Grains and beans - understand the types of grains and beans used, the nature and use of the products, and the quality identification and the storage methods.

Vegetables- learn the common vegetable material types, characteristics, the quality identification and the storage methods of vegetable products.

Poultry - basic knowledge of poultry, understand the types of poultry and derivatives, and know how to identify quality and storage methods

Aquatic - have a basic understanding of raw aquatic products; the types of marine fish, freshwater fish, other aquatic products and derivatives, and know how to identify their quality and storage methods.

Seasoning - have a basic understanding of the common seasoning materials in Chinese cuisine, the types, the quality identification and storage methods of seasonings.

LO2: Understand and demonstrate the preliminary processing of fresh raw ingredients

Preliminary processing of fresh raw ingredients - understand the preparation of all kinds of fresh vegetables, aquatic products, poultry, livestock and derivatives, such as washing and roughing.

Meat and fish- understand the cuts and grading methods of the livestock, fish, seafood and poultry, and learn the quality characteristics of each part of the meat and fish.

Rehydrating dried food - understand the purpose, requirements, and some common methods involved with the processes for the rehydrating of dried food.

Combination of ingredients - Describe and demonstrate the principles associated with selecting different ingredients and their combination, specifically those most commonly used.

LO3: Understand and demonstrate the different characteristics and composition of Chinese cooking skills and techniques

Chinese culinary techniques- understand the features and composition of Chinese dishes, and the concept and differentiation of cooking and seasoning techniques.

Heat control –the methods of heat transfer and applying the physical and chemical effects of heating on the raw materials, and how to manage cooking times.

Seasoning - the concept of taste and different types of taste and their use. The basic principles of flavour and the effect of seasoning, the correct amount, combinations and when and how to add the seasoning to the dishes.

Pre-cooking treatment methods of cooking ingredients -the concept of pre-cooking treatment, the principles and characteristics of most popular methods

Coating - the difference between types of coating techniques, the nature and function of coating and common ingredients used during the coating processes.

Cooking methods - types of cooking process, such as frying, braising, stewing, steaming, drawing and boiling

Chinese cuisine introduction- different characteristics of the eight regional cuisines and representative dishes.

LO4: Demonstrate how to apply basic utensil handling skills required to produce Chinese hot food dishes

Utensil handling skills: cooking with Chinese chop board, induction work unit, wok, Chinese spatula and ladle, plating.

Knife skills: three positions of cutting food: straight cut, angled cut, and flat cut

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 Diploma. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Diploma.

Unit CC302: Preparing and Decorating Cold Chinese Dishes

Unit code: M/616/9752

RQF level: 3

Aim

The aim of this unit is to introduce the learner to the characteristics associated with cooking art. Learners will be introduced to a variety of cooking skills different types of mixing needed to decorate cold Chinese dishes professionally.

The preparation of and decorating cold Chinese dishes will include the use of ornamental carving. Learners will understand how these can be used to display dishes in a manner fit for a banquet.

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: Explain the origin and characteristics of Chinese cooking art	1.1 Identify the features of Chinese cooking art 1.2 Explain how colour reflects different cooking patterns 1.3 Describe how utensils can be used for the design of decorating dishes
2: Know how to apply and demonstrate a range of different methods in Chinese cold dish cooking	2.1 Identify different mediums used in mixing ingredients 2.2 Identify different methods of cooking 2.3 Demonstrate techniques required to produce Chinese cold dishes
3: Know how to decorate Chinese dishes demonstrating the application of different techniques	3.1 Describe the different types of ornaments used in decorating Chinese dishes 3.2 Explain the different styles of carving used to decorate Chinese dishes 3.3 Demonstrate skills required using appropriate tools and ingredients to create ornamental Chinese cold dishes

Indicative Content

LO1: Explain the origin and characteristics of cooking art

Summary of cooking arts- origin, development, meaning and characteristic of cooking art

Colour- the basic knowledge and use of colour, to express emotion, and how to make dishes appealing using colour.

Design of visual presentation of food-of cold dishes, hot dishes, pastries, food carving, dish decoration

Overall culinary experience the effect of settings, table ware and utensils and layout, in creating an overall culinary experience.

LO2: Know how to apply and demonstrate a range of different methods in Chinese cold dish cooking

Mixing food - mixing raw ingredients

Cooking methods- Ban, Qiang, Yan, Pao, Lu, Jiang, Dong, Hot Qiang, Liuli, Zao, boiling in salty water and smoking.

LO3: Know how to decorate Chinese dishes demonstrating the application of different techniques.

Different types of ornaments- trees type, asymmetric, simple, lotus flower, pictures.

Carving decoration- pavilion, arch bridge, boats, rocks, fish, birds, and flowers.

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 Diploma. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Diploma.

Unit CC303: An Introduction to Chinese Pastry

Unit code: T/616/9753

RQF level: 3

Aim

The aim of this unit is to introduce the learner to the methods to create a variety of doughs and pastry fillings. Different techniques to create and shape doughs as well as fillings will be identified.

The unit aims for the learner to be able to demonstrate creativity in the subject of pastry making with the influence of traditional Tianjin techniques.

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: Identify and demonstrate the different methods of pastry making	1.1 Identify the different types of doughs used in Chinese pastry making 1.2 Explain the different methods of leavening dough 1.3 Use a variety of techniques to create Chinese pastries
2: Understand and demonstrate the skills and techniques of making pastry fillings	2.1 Identify the different types of traditional Chinese pastry fillings 2.2 Explain the techniques for making pastry fillings 2.3 Use a variety of techniques to create Chinese pastry fillings
3. Understand, explain and demonstrate the appropriate presentation of pastries at a banquet	3.1 Prepare and present pastries in the correct manner at a banquet.

Indicative Content

LO1: Identify and demonstrate the different methods of pastry making

Basic knowledge of pastry making- elastic dough, cold water dough, warm water dough, boiled water dough.

Method of leavening dough- chemical, biological, physical.

Method of creating doughs- kneading, cutting, rolling

Different types of dough- layer crisp, water-oiled crisp, evened crisp water, crisp.

LO2: Understand and demonstrate the techniques of making pastry fillings

Techniques for making pastry fillings- salty fillings, sweet fillings

LO3: Understand, explain and demonstrate the appropriate presentation of pastries at a banquet

Combination and application of banquet pastry- the combination and application principle of banquet pastry, shaping dough

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 Diploma. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Diploma

Unit CC304: Understanding the Chinese Food Culture

Unit code: A/616/9754

RQF level: 3

Aim

The aim of this unit is to introduce the learner to the origin and development in Chinese food culture. The unit will explore the structure of the Chinese diet and how the Chinese dishes relate to this.

The unit will further explore the folk customs of China with a key emphasis on Tianjin food and diets.

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: Know the origin and development of Chinese food culture	1.1 Identify different periods of development of the Chinese food culture 1.2 Explain what factors influenced the development of the Chinese food culture
2: Describe the characteristics of Chinese food culture	2.1 Identify the definition and characteristics of Chinese food culture 2.2 Recognize the principles and composition of the traditional Chinese diet
3: Explain the classification of Chinese cuisine	2.1 Identify the classification of Chinese cuisine from a historical perspective 2.2 Describe the main Chinese regional cuisines, their representative dishes and the stories behind them
4: Know the folk customs of Chinese and food and diets	3.1 Give examples of Chinese food customs 3.2 Identify the characteristics of food customs 3.3 Explain the culture and customs of a Chinese banquet including tea and wine drinking

Indicative Content

LO1: Know the origin and development periods of Chinese food culture

Periods of Chinese food culture—the Sprouting Period, Formation Period, Development Period, Maturation Period, and Contemporary Period as well as characteristics of the Chinese food culture

LO2: Describe the characteristics of Chinese food culture

Chinese food culture: definition and four characteristics of Chinese food culture

Composition of the traditional Chinese diet – principles, main components of Chinese diet

LO3: Explain the classification of Chinese cuisine

Classification of Chinese cuisine from a historical perspective: folk cuisine, imperial court cuisine, gentry-scholar family cuisine, Temple cuisine, ethnic cuisine, marketplace cuisine

Main Chinese regional cuisines: Sichuan cuisine, Shandong cuisine, Jiangsu cuisine, Guangdong cuisine, and Beijing cuisine, the representative dishes of each cuisine and stories behind them.

LO4: Understand the folk customs of Chinese food and diets

Folk customs of Chinese food- food customs, Chinese festival customs, life rites.

The culture of Chinese banquet- common formations of Chinese banquet, structure and content of the Chinese banquet menu, arrangement of the seating in a banquet, dining etiquette and taboos, culture of tea drinking and wine drinking.

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 Diploma. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Diploma.

Unit CC305: Dough Modelling

Unit code: F/616/9755

RQF level: 3

Aim

The aim of this unit is to introduce the learner to the art of modelling dough, with a particular emphasis on the Tianjin style.

Learners will learn the history of dough making as well a number of techniques applied to create models.

The unit will require a practical element so that learners can demonstrate modelling skills.

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: Identify, understand and demonstrate dough making	1.1 Describe the history of dough making 1.2 Describe the raw materials required to produce dough 1.3 Demonstrate how to use the tools required to model dough
2: Describe and demonstrate techniques and skills used in dough modelling	2.1 Demonstrate basic sculpting skills in dough modelling 2.2 Identify the different types of techniques that can be applied to dough modelling 2.3 Describe techniques used in Tianjin style dough modelling
3: Explain and demonstrate how to make figures in dough modelling	3.1 Identify the theory of dough modelling 3.2 Demonstrate how to make characters from dough

Indicative Content

LO1: Identify, understand and demonstrate dough making

Knowledge of dough modeling- definition, history, classification of dough modeling, raw materials and tools of making dough, modeling, and colouring.

Dough modeling themes applied in Chinese cooking- inheritance features and preservation of the art of dough.

LO2: Describe and demonstrate techniques and skills used in dough modelling

Techniques and methods of modelling- including basic sculpture skill and dough modeling skills, massage, mould, roll, press, twist, poke, prick, grind, push down” and “water drop, marble, demi-tint, separating the dough ball, making animal bodies and bonding.

Art of dough modelling- understand how to practically create, different styles of models applying different techniques.

LO3: Explain and demonstrate how to make figures in dough modelling

Making the dough -theory and practice, to deepen understanding of making, plants, flowers, animals and edge modeling skills.

Dough modeling- how to make cartoon animals and characters.

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 Diploma. Assessments will require a number of methods for learners to demonstrate knowledge, understanding and practical skills required to achieve the Diploma.