Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) (450) (6100-32)

May 2019 Version 1.4

Qualification Handbook

Qualification at a glance

Industry area	Hospitality and Catering - Chefs
City & Guilds qualification number	6100-32
Age group	16-19 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the *What is this qualification about?* section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded Pass/Merit/Distinction/Distinction*. For more information on grading, please see Section 7: Grading.
Approvals	This qualification requires full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) (450)	450	720	6100-32	601/7498/5

Version and date	Change detail	Section
1.1 January 2016	Updated 'What is this qualification about?' and assessment component titles	1. Introduction
1.2 May 2016	Small typographical errors	Throughout
	TQT added for qualifications Assessment component titles amended	1. Introduction
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments Awarding grades and reporting results	7. Grading
	Enquiries about results Re-sits and shelf-life of assessment results Malpractice Access arrangements and special consideration	8. Administration
June 2017 V1.3	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Throughout

| May 2019 V1.4 | Wording changed regarding retakes | 5. Assessment – Summary of assessment methods and conditions |
| | | 8. Administration – Re-sits and shelf-life of assessment results |

Contents

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1   Introduction

What is this qualification about?

The following purpose is for the **Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie & Confectionery) (450) (601/7498/5)**

Area	Description
OVERVIEW	
Who is this qualification for?	This qualification is for you if you are 16 or over and want to work as a chef in the pastry section of a professional kitchen.
	You are likely to have previous experience and/or a relevant level 3 qualification in cookery, such as the City & Guilds Level 3 Advanced Technical Diploma in Professional Cookery (450), which this qualification will build on.
	This qualification is designed to help you enter employment with higher level of responsibility or at a more prestigious establishment.
What does this qualification cover?	This qualification will help you develop advanced skills and techniques to produce patisserie products, for example fine desserts and pastries.
	The topics that will be undertaken develop advanced skills and techniques in producing:
	• dough and batter product
	• petits fours
	• pastry products
	• hot, cold and frozen desserts
	• cakes and sponges
	• display pieces and decorative items
	To support the development of these skills, you will also undertake the following topics:
	• food safety supervision
	• supervision in the professional kitchen
	• sustainability
	• gastronomy
	Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers.

WHAT COULD THIS QUALIFICATION LEAD TO?	
Will the qualification lead to employment, and if so, in which job role and at what level?	You could enter employment as a first commis chef or a pastry chef within the pastry section of high end establishments, such as: • Fine dining restaurants • Michelin star/Rosette restaurants • Luxury hotels • Cruise liners • Chocolatiers.
Why choose this qualification over similar qualifications?	By choosing this qualification, you will have likely made a decision that your career direction will be as a pastry chef. Undertaking this qualification develops advanced skills and thus increases your opportunities for employment.
Will the qualification lead to further learning?	You may have the opportunity to undertake further learning, such as: • Higher education • Level 4 Hospitality Manager Apprenticeship
WHO SUPPORTS THIS QUALIFICAITON?	
Employer/Higher Education Institutions	• Craft Guild of Chefs • Master Chefs of Great Britain

Qualification structure

For the **Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) (450)** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
314	The principles of food safety supervision for catering	30
315	Supervisory skills for the professional kitchen	30
316	Sustainability for the professional kitchen	30
317	Exploring gastronomy	30
322	Advanced skills and techniques in producing dough and batter products	60
323	Advanced skills and techniques in producing petits fours	60
324	Advanced skills and techniques in producing paste products	60
325	Advanced skills and techniques in producing hot, cold and frozen desserts	60
326	Advanced skills and techniques in producing cakes and sponges	30
327	Advanced skills and techniques in producing display pieces and decorative items	60

Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery)	450	720

Assessment requirements and employer involvement

To achieve the **Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) (450)** candidates must successfully complete **both** mandatory assessment components**.**

Component number	Title
Mandatory	
034 or 534	Level 3 Professional Chefs (Patisserie & Confectionary) - Theory exam (1)*
035	Level 3 Professional Chefs (Patisserie & Confectionary) - Synoptic assignment (1)*

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement	
Component number	Title
Mandatory	
832	Employer involvement

Number of mandatory assessments per assessment type

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

3 Delivering technical qualifications

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	
Guidance for delivery	Available 2016 on the qualification pages on the City & Guilds Website: **www.cityandguilds.com**
Guidance on use of marking grids	

4   Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.

[Technical qualifications] must:

• require all students to undertake meaningful activity involving employers during their study; and

• be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.

Extract from: ***Vocational qualifications for 16 to 19 year olds,***

2017 and 2018 performance tables: technical guidance for awarding organisations, ***paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planer a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning. Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows[1,2]:

The following activities meet the requirement for meaningful employer involvement:
- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification[3];*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:
- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc.;*

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[1] As extracted from: Vocational qualifications for 16 to 19 year olds
2017 and 2018 performance tables: technical guidance for awarding organisations
[2] This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**
[3] **DfE work experience guidance**

- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments e.g. hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
034/534	Externally marked exam	The exam is **externally set and externally marked**, and will be taken online through City & Guilds' computer-based testing platform (034) or paper based test (534). The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations** The exam specification shows the coverage of the exam across the qualification content. Candidates who fail the exam at the first sitting will have a maximum of **two** opportunities to retake. If the candidate fails the exam three times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.) For exam dates, please refer to the Assessment and Examination timetable.
035	Synoptic assignment	The synoptic assignment is **externally set, internally marked and externally moderated.** The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives. Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website. There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification. Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to produce a sample of fine patisserie items, including a signature dessert, for potential investors in a business.

This will require the candidate to plan the production, including risk assessments, recipe specifications and evaluation criteria. They will need to produce documentation to show how they can effectively produce the items as part of a successful business. Candidates will need to produce the items, including a signature dessert, evaluating their suitability against set criteria.

External theory exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for AOs 1, 2 and 4 only can be found with the exam specification.

Assessment objective	Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) (450) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Food safety procedures, health and safety procedures, awareness of different tools and equipment, awareness of cooking techniques for different food items.	10%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Applying food safety and health and safety working practices, risks and control measures in a risk assessment, suitability of sauces and finishes for desserts, sequencing of working practices in a professional kitchen, selection of tools and equipment, seasonality, preservation, causes and symptoms of faults, food science, quality points, how quality points affect cooking methods, complementary flavours and colour combinations, sustainability (wastage of food and materials, sourcing, energy), supervision (approaches, team working, leadership, kitchen practices), gastronomy (people, sources of commodities, influences), evaluation.	20%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Use of tools, equipment, materials and ingredients, health and safety, food safety, work method, work practice, time management, monitoring, evaluation, personal presentation, wastage, storage, preparation, production, finishing, portion control, speed, precision, accuracy, degree of cooking.	30%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Applying understanding of supervisory concepts to the production of desserts, applying understanding of sustainability to the production of desserts, applying understanding of food safety to preparation, production and finishing of desserts, applying understanding of supervisor concepts to food safety, consideration of food science in the preparation, producing and presentation of desserts, applying understanding of gastronomy to dessert design, justifying decisions/approaches taken, contingencies, monitoring and evaluation in preparation, production and finishing desserts, coherence of ingredients and methods to produce balanced desserts.	20%
AO5 Demonstrates perseverance in achieving high standards and attention	Meeting specific requirements of the task, attention to detail in finishing and presenting dishes, range of hazards and risks identified,	20%

to detail while showing an understanding of wider impact of their actions.

monitoring and evaluation, work practices, personal presentation..

Exam specification

AO weightings per Exam

AO	Exam weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	27
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	53
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

Exam Unit number	Duration: 2 hours Learning outcomes	Number of marks	%
314	Understand the role of the supervisor in ensuring compliance with food safety legislation	11	18
	Understand the application and monitoring of good hygiene practice		
	Understand how to implement food safety management procedures		
	Understand the role of the supervisor in staff training		
315	Understand the role of supervisors in a professional kitchen	4	7
	Understand supervisory skills in a professional kitchen		
316	Understand how sustainability affects purchasing decisions	4	7
	Understand how to use physical and natural resources efficiently in the professional kitchen		
317	Understand the influences of gastronomy on eating and drinking culture	9	15
	Understand the factors affecting dining experiences		
325	Understand how to produce hot, cold and frozen desserts	11	18
	Produce hot, cold and frozen desserts using advanced techniques		

326	Understand how cakes and sponges are produced	9	15
	Produce cakes and sponges using advanced techniques		
	Finish cakes and sponges using advanced techniques		
N/A	Integration across the units	12	20
	Total	**60**	**100**

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations.

Entry for exams can be made through the City & Guilds Walled Garden.

6   Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work[4] the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Provision for reworking evidence after submission for marking by the tutor

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales ie the candidate has shown they can perform sufficiently better previously in formative assessments.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

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[4] For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (e.g. archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to
- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to
- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.

- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionary) (450)** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
035	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment (035)	X/P/M/D	60%
Exam (034/534)	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment: 60%	6	12	18
Exam: 40%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates

8   Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:
- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to
- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com.**

Re-sits and shelf-life of assessment results

Candidates who have failed an exam or wish to re-take it in an attempt to improve their grade, can do so **twice**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):
- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Special consideration
We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Unit 314   The principles of food safety supervision for catering

UAN:	J/507/6189
Level:	3
GLH:	30

What is this unit about?

The aim of this unit is to ensure that candidates are trained in accordance with regulation (EC) no 853/2004 of the European Parliament and of the council of 29 April 2004. These regulations require food business to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

Learning outcomes

In this unit, learners will be able to
1. understand the role of the supervisor in ensuring compliance with food safety legislation
2. understand the application and monitoring of good hygiene practice
3. understand how to implement food safety management procedures
4. understand the role of the supervisor in staff training.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the role of the supervisor in ensuring compliance with food safety legislation

Topics

1.1   Importance of food safety management procedures
1.2   Responsibility of employers and employees in respect of food safety legislation and procedures for compliance
1.3   How legislation is enforced

Topic 1.1:

Learners will need to understand the importance of food safety management procedures, including:

- to ensure safe delivery, storage, preparation, cooking and service of food
- compliance with legal requirements
- to avoid causing harm
- to avoid legal action from government agencies
- to avoid civil action (both personal and against the business)
- to demonstrate due diligence.

Learners will need to understand food safety management procedures, including:

- monitoring and reporting procedures
- pest control
- swabbing
- supervision
- instruction and training
- cleaning
- waste disposal
- maintenance of equipment and building infrastructure
- Safer Food, Better Business (SFBB)
- Hazard Analysis and Critical Control Points (HACCP)
  - scoping of HACCP
  - identification, monitoring and assessment of critical control points
  - implementation of HACCP
  - corrective actions
  - verification
  - documentation
  - ongoing review.

Topic 1.2:
Learners will need to understand the responsibilities of employers and employees in respect of food safety legislation, including:

Employer
- register the food business (premises and vehicles)
- ensure appropriate licences are in place
- requirement for at least one employee to be trained in HACCP
- ensure training is provided commensurate with employees' level of responsibility
- ensure policies and procedures are in place for training, recruitment and day-to-day staffing levels
- supervision
- implementation of food safety management procedures
- supply of appropriate sanitary accommodation, potable water supply, washing facilities, equipment, materials and personal protective equipment (PPE)
- record keeping and accident reporting
- compliance with Environmental Health Officers (EHOs)/Environmental Health Practitioners (EHPs)
- provide sufficient ventilation.

Employees
- comply with the law
- follow instructions and comply with employers processes/procedures
- attend instruction/training/supervision
- good personal hygiene
- reporting of illness
- reporting of errors/omissions in employer processes and procedures (e.g. hand washing facilities, kitchen and cleaning equipment, infrastructure faults, deliveries).

Learners will need to understand procedures for compliance with food safety legislation, including:

- scoping and implementation of HACCP (7 principles of HACCP)
- written documentation (e.g. on recruitment, instruction/supervision/training, guidance on working practices, reporting procedures)
- record keeping (e.g. temperature control, delivery records, sickness records, supplier records)
- ensure reputable suppliers are in place.

Topic 1.3:
Learners will need to know how legislation is enforced through the Food Safety Act 1990 and the Food Hygiene (England, Scotland, Wales, Northern Ireland) Regulations 2006, including:

- enforcement visits (e.g. by EHOs/EHPs)
- enforcement notices (hygiene improvement notice, hygiene prohibition order, hygiene emergency prohibition notice)
- through civil and criminal courts.

Learners will need to know how the employer complies with legislation through appropriate practices, procedures and training.

Learning outcome:
2. Understand the application and monitoring of good hygiene practice

Topics
2.1 Temperature control
2.2 Procedures to control contamination and cross-contamination
2.3 Importance of high standards of personal hygiene
2.4 Procedures for cleaning, disinfection and waste disposal
2.5 Requirements relating to the design of food premises and equipment
2.6 Pest control

Topic 2.1:
Learners will need to understand the importance of temperature control, including:

- to prevent or reduce bacterial multiplication to an acceptable level
- to prevent outbreaks of food poisoning
- to meet due diligence criteria
- to keep food safe
- to comply with legislation
- to control wastage.

Learners will need to understand methods for temperature control, including:

- temperature logs
- use of fridges (under 8 c core), freezers (under -18 c) and serving cabinets, ovens, chiller cabinets, hot cupboards/bains marie (above 63 c), other methods of holding hot food for service (e.g. norwegian flasks),thawing cabinets, blast chiller
- heat/chill food through danger zone as quickly as possible (5c-63c)
- calibrated, sanitized temperature probes
- temperature management systems (computerized/automated systems)
- visual checks/control systems
- manual control systems

- food to be chilled below 8 c within 90 minutes of cooking e.g. by breaking down into smaller portions
- cook chill
- effective servicing contracts
- use of appropriate vehicles for transporting food.

Topic 2.2
Learners will need to understand the procedures used to control contamination and cross-contamination, including:
- effective cleaning procedures which are monitored and reviewed regularly
- correct use of cleaning products (COSHH)
- colour coding (e.g. of utensils, chopping boards, cleaning equipment)
- regular microbial swabbing of food preparation areas
- clear separation between low and high risk areas
- good visibility
- pest control
- work surfaces which are smooth, impervious, non-tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (e.g. commercial use)
- equipment which is easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose
- personal hygiene procedures (hand washing)
- correct use of protective clothing
- visitors' policy
- use of separate sinks for food/washing food equipment/hand washing
- use of sterilizing sinks
- correct storage of equipment
- internal/external waste/food disposal procedures.

Topic 2.3
Learners will need to understand the importance of high standards of personal hygiene, including:
- prevention of the transmission of pathogenic bacteria (in particular staphylococcus aureus) /objectionable matter from an individual into the food chain, routes and vehicles to avoid cross-contamination
- convalescent and healthy carriers
- consideration to co-workers
- tainting/spoilage of food.

Topic 2.4
Learners will need to understand the procedures for cleaning and disinfection, including:
- ensuring equipment is disconnected from power before cleaning
- clear as you go
- traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry)
- 'clean, rinse, sanitise' method
- double sink washing up, pre-clean main clean using detergent, second sink to disinfect using water above 82c

- cleaning in place
- consideration of procedures from delivery of food to service point
- correct clearage of areas for cleaning (to avoid chemical contamination, over spray)
- correct dilution of chemicals
- correct equipment (single use cloths, colour coding)
- COSHH
- Lockable storage away from foods (restricted access)
- Storage in original containers
- Dilution, mixing of chemicals
- Manufacturers instructions
- PPE
- appropriate cleaning and disposal of chemical spillages
- safety data sheets
- use of mechanical equipment.

Learners will need to understand the procedures for waste disposal, including:
- regular disposal
- no over-night storage
- use of bin bags
- waste containers kept clean and in good condition, kept on hard surfaces, easy for collection
- clean as you go
- separating food and general waste e.g. glass policy
- external waste storage (covered waste container, impervious surface, away from direct sunlight/rain, kept clean and tidy to avoid odours and so as not to attract pests, availability of hoses
- recyclables
- waste collection of food waste (liquid food waste, oil, grease traps).

Topic 2.5
Learners will need to understand requirements relating to the design of food premises and equipment, including:
Food premises
- designed to make good food hygiene practicable
- walls, floors, ceilings, windows, doors, lighting
- design of waste areas
- work flow (separation between high and low risk areas, good visibility)
- ventilation
- design of building infrastructure/work areas (e.g. for pest control, storage, surfaces)
- washing facilities (hand washing basins, toilets)
- staff areas (changing, shower area as necessary)
- services (gas, electricity, water, drainage, sanitation).

Equipment
- easy to take apart
- in good state of repair

- installed as to allow adequate cleaning of surrounding areas
- easily cleaned
- impervious, non-tainting, resistant to corrosion
- fit for purpose (e.g. for commercial use)
- suitable work surfaces (e.g. smooth, no crevasses).

Topic 2.6
Learners will need to know different types of pests, including:
- rodents
- cockroaches
- insects
- stored products insects
- domestic pets
- birds
- wild cats.

Learners will need to understand the importance of pest control, including:
- legislative requirements
- to avoid contamination (pathogenic bacteria, spoilage bacteria)
- to avoid spread of disease
- loss of reputation and profit
- to prevent drop in staff morale
- to avoid damage
- wastage of food.

Learners will need to understand methods for pest control, including:
- written policy for pest control
- engagement of a pest control contractor
- path around food business building for ease of detection
- traps
- poisons
- rodenticides
- pesticides
- netting, fly traps, electronic fly killers
- clean as you go.

Learning outcome:
3. Understand how to implement food safety management procedures

Topics
3.1   Importance of food safety hazards
3.2   Controlling food safety
3.3   Requirements for monitoring and recording food safety procedures
3.4   Food safety controls and procedures

Topic 3.1:
Learners will need to know the importance of microbial, chemical, physical and allergen hazards,

including:

Microbial
- typical hazards (salmonella, campylobacter, e coli 0157VTEC)
- danger zone
- vegetative reproduction
- binary fission
- bacterial growth line (lag, log, stationary, decline)
- common symptoms (diarrhoea, vomiting, stomach ache etc.)
- bacterial cell makeup (endotoxins, exotoxins, enterotoxins etc.)
- four elements of growth (food, water, time, warmth)
- psychotropic
- mesophilic
- thermophilic.

Chemical
- typical hazards (cleaning chemicals, veterinary residue, farming chemicals)
- overspray
- common symptoms (eyes, nose, throat, skin irritation, sickness, vomiting).

Physical
- typical hazards (broken machinery, packaging material, plants, string, pests and insects etc.)
- common symptoms (choking, broken teeth, vomiting etc.).

Allergenic
- typical hazards (nuts, flour, dairy products, shellfish, wheat, fungi etc.)
- common symptoms (anaphylactic shock, asthma-like symptoms, difficulty in breathing, swollen lips etc.).

Topic 3.2
Learners will need to be able to know methods and procedures for controlling food safety, including:

Delivery
- correct vehicle (fit for purpose, temperature, cleanliness, personal hygiene of the driver).

Storage
- correct storage conditions (temperature control, dry stores, COSHH)
- time limits on temperature control deliveries (food stored within 15 minutes of delivery)
- first in first out (FIFO)
- conditions of storage facilities (infrastructure, seals, shelving, maintenance etc.)
- drip and cross contamination.

Preparation
- correct defrosting
- food not prepared too far in advance

- temperature control (before, during, after preparation)
- cross contamination (vehicles and routes)
- over handling
- personal hygiene (hand washing, PPE, removal of jewellery, etc.)
- Critical Control Points.

Cooking
- correct temperatures, methods and time
- physical inspections
- use of appropriate equipment (probes and wipes)
- drip and cross-contamination
- Critical Control Points.

Chilling
- correct times
- temperatures
- methods
- cross-contamination
- equipment.

Holding
- correct times, temperatures and methods (hot and cold holding)
- use of bain maries
- equipment
- correct disposal.

Re-heating
- correct times, temperatures and methods
- equipment (probes and wipes).

Cleaning
In all of the above, effective, monitored cleaning must be in place using correct chemicals and equipment for specific jobs.

Learners will need to know:
Critical Control Points (CCPs) – the point at which it is critical for an intervention to be taken by the food handler in order to maintain food safety
Critical Limits (CLs) – the maximum acceptable limits set by management within the HACCP analysis for the safe production of food
Corrective Actions (CAs) – the actions that must be taken by the food handler where a CCP is identified to ensure the safe production of food; these actions must form part of the management HACCP plan and must be regularly reviewed and amended if required.

Topic 3.3
Learners will need to be able to understand requirements for monitoring and recording food safety procedures where the 2006 Food Hygiene Regulations make ist a legal requirement for records to be kept:
- traceability of food (farm to fork)

- choice of suppliers (supplier audits)
- delivery records
- HACCP (implement the seven steps of HACCP and record all necessary documentation)
- temperature control records (including storage, cooking, reheating and holding)
- staff (training, sickness, pre and post employment records)
- cleaning records and schedules
- monitoring of cleaning records and schedules
- recommended sample keeping
- visitors records/policy
- pest control
- maintenance records
- waste management policy (including disposal of glass)
- ensure due diligence is maintained.

Topic 3.4
Learners will need to know the methods of evaluating food safety controls, including:
- internal/external audits
- management reviews
- supervisory spot checks (including swabbing of equipment and food handlers)
- advisory visits by regulatory bodies
- staff consultation
- supervisors' handover book.

Learners will need to know the importance of evaluating food safety controls:
- the importance of regular reviews and monitoring of all food safety management systems and records is to ensure the continued safe storage, production and delivery of all foodstuffs
- records of review findings and corrective actions taken must also be recorded.

Learning outcome:
4. Understand the role of the supervisor in staff training

Topics
4.1   Requirements for induction and on-going training of staff
4.2   Importance of effective communication of food safety procedures

Topic 4.1
Learners will need to understand the requirements of the 2006 Food Hygiene Regulations for induction and ongoing training of staff, including:
- the proprietor of a food business shall ensure all persons employed within a food business shall be supervised, instructed and/or training in food hygiene matters commensurate with their work activities. further obligations under the regulations are placed upon management in relation to training for HACCP
- induction - benefits (quickly integrates new employees into the business, goes towards proving due diligence on the part of the employer, allows new employees to become aware of basic food hygiene matters); records of induction should be kept
- on-going training – supervisors must observe employees and carry out spot checks to ensure company standards and legal requirements are being maintained. Discrepancies observed and/or identified must be recorded and have corrective action taken (staff may

need to be placed on refresher safety courses or retained in company procedures).

Topic 4.2
Learners will need to understand the importance of effective communication of food safety procedures, including:

- in defence of due diligence (including HACCP)
- staff are aware of legal requirements, company policies and procedures
- risks can be eliminated or reduced to an acceptable level
- staff awareness/ability is raised
- reduction of possible Food Borne Illnesses (FBIs) and Food Poisoning (FP) outbreaks
- to encourage good working relationships.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their understanding and skills, the learning outcomes in this unit could be delivered within a practical environment in order that the theory can be clearly applied to the professional kitchen environment.

Reinforcement of the outcomes can be carried out in the delivery of other units, particularly where these are delivered in a production environment where the opportunities to supervise others would be available.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Opportunities for work experience would provide learners with the opportunity to observe the management of food safety in action. Employers could also provide case studies of real life scenarios where food safety management need to be applied. They can also provide examples of how they have developed individuals and teams through induction and training.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources
Books
Foskett D, Paskins P – The Theory of Hospitality and Catering, 12th edition (Hodder Education, 2011) ISBN 1444123760

Websites
- http://www.thecaterer.com   The Caterer
- http://www.chefmagazine.co.uk   Chef Magazine
- http://www.hospitalityandcateringnews.com   Hospitality and Catering News
- http://www.hse.gov.uk   Health and Safety Executive
- http://www.food.gov.uk   Food Standards Agency

Journals and magazines
The Caterer
Chef Magazine
Restaurant

Unit 315   Supervisory skills for the professional kitchen

UAN:	F/507/6191
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop the necessary knowledge and understanding of how to supervise, lead and develop teamwork in a professional kitchen.

The unit is theoretically based and looks at developing an understanding of the range of tasks required in a supervisory role, the purpose of supervision and the characteristics of leadership. It also provides opportunities for learners to develop some skills in monitoring their own and others performance in a team in a professional kitchen.

Learning outcomes

In this unit, learners will be able to
1. understand the role of supervisors in a professional kitchen
2. understand supervisory skills in a professional kitchen.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the role of supervisors in a professional kitchen

Topics

1.1   Supervisory responsibilities within a professional kitchen
1.2   Leadership styles and behaviours
1.3   The characteristics and benefits of an effective team

Topic 1.1:

Learners will need to understand the supervisory responsibilities required within a professional kitchen:

Planning

- setting/communicating targets
- developing work schedules
- team development
- health and welfare of staff
- carrying out risk assessments
- staff coaching/training.

Monitoring
- quality of products
- production/service meets time requirements
- behaviour and performance
- issues, problems and corrective actions
- compliance with policies and procedures
- health and welfare of staff.

Reviewing
- short term
- medium term
- long term.

Topic 1.2:
Learners will need to understand the suitability of leadership styles for different situations.

Leadership styles include:
- autocratic / authoritarian
- democratic / participative
- laissez-faire / delegative.

Leadership situations include:
- under tight time constraints / crisis management
- during coaching / with staff with developing skills
- with staff with highly developed skills
- with different personalities.

Learners will need to understand how to demonstrate different types of leadership behaviours to include:
- influencing in order to meet team goals
- communicating effectively
- building trust (gaining / earning respect, listening, confidentiality, approachable
- setting a good example
- proactive leadership
- supportiveness
- customer focused.

Topic 1.3:
Learners will need to understand the characteristics and benefits of an effective team and the impact this can have on the professional kitchen.

Characteristics
- clear and open communication
- mix of appropriate skills
- clear understanding of individual and team goals/responsibilities
- mutual support
- trust

- respect
- consistently achieving targets
- continuous improvement.

Benefits
- maximizing effectiveness of individuals and team
- maximizing productivity
- inspiring individuals and team
- satisfied customers.

Learning outcome:
2. Understand supervisory skills in a professional kitchen

Topics
2.1   Monitor kitchen practices
2.2   Development of teams and individuals

Topic 2.1:
Learners will need to understand how to monitor kitchen practices of themselves and others to ensure the following are maintained:
- health and safety
- HACCP
- food safety
- accurate and up to date records
- security of stock and equipment
- quality products
- forecasting staff, commodities and resources
- performance (staff performance, following of dish specifications)
- targets (sustainability, operational, financial)

Learners will need to understand the corrective measures that can be taken to deal with issues identified through monitoring kitchen practices.

Topic 2.2
Learners will need to understand different approaches to the development of teams and individuals and how to apply this to different situations.

Approaches to development:
- shadowing
- coaching / demonstration
- mentoring
- CPD (seminars, reading, research, networking, stage / work experience)
- training courses
- qualifications.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their understanding and skills, the learning outcomes in this unit could be delivered within a practical environment in order that the theory can be clearly applied to the professional kitchen environment.

Reinforcement of the outcomes can be carried out in the delivery of other units, particularly where these are delivered in a production environment where the opportunities to supervise others would be available.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Opportunities for work experience would provide learners with the opportunity to observe leadership styles in action and their effect on team members. Employers could also provide case studies of real life scenarios where leadership skills need to be applied. They can also provide examples of how they have developed individuals and teams.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Foskett D, Paskins P – The Theory of Hospitality and Catering, 12th edition (Hodder Education, 2011) ISBN 1444123760

Websites

- http://www.essentiallycatering.co.uk   Essentially Catering
- http://www.thecaterer.com   The Caterer
- http://www.chefmagazine.co.uk   Chef Magazine
- http://www.hospitalityandcateringnews.com   Hospitality and Catering News

Journals and magazines

The Caterer
Chef Magazine
Restaurant

Unit 316   Sustainability for the professional kitchen

UAN:	Y/507/6195
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop understand the importance of operating sustainably in the professional kitchen. The unit focuses of three aspects of sustainability: sustainable sources of food, food miles and resource wastage. Learners will explore each of these aspects, consider the costs and benefits of sustainable practice in order to develop a sustainable approach in their work in the professional kitchen.

Learning outcomes

In this unit, learners will be able to
1.   understand how sustainability effects purchasing decisions
2.   understand how to use physical and natural resources efficiently in the professional kitchen

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1.   Understand how sustainability effects purchasing decisions

Topics

1.1   Issues related to food from sustainable sources
1.2   Issues related to food miles
1.3   Benefits of sustainable practices

Topic 1.1:

Learners will need to understand the issues related to the use of food from sustainable sources in professional kitchens, including:

- price
- availability
- consistency
- supply
- volume
- provenance
- ethics.

Learners will need to understand how to deal with issues related to the use of food from sustainable sources, including:

- developing a purchasing specification
- labelling and certification
- developing a network of contacts
- sourcing certified suppliers
- traceability.

Topic 1.2
Learners will need to understand issues related to food miles, including:

- damage to the environment
- loss of local supply chain
- impact on local infrastructure
- cost
- supply.

Learners will need to understand how to deal with issues related to food miles, including

- effective stock control and ordering procedures
- effective delivery schedules
- knowledge of supplier inventory
- using local suppliers
- adapting menus to seasonal ingredients.

Topic 1.3:
Learners will need to understand the benefits of using sustainable practices in purchasing:

- to business
- to the environment
- to local communities
- to governments.

Learning outcome:

2. **Understand how to use physical and natural resources efficiently in the professional kitchen**

Topics

2.1   Physical and natural resources used in professional kitchens
2.2   Reducing resource wastage in professional kitchens
2.3   Benefits of resource efficiency in professional kitchens

Topic 2.1:
Learners will need to know the physical and natural resources used in professional kitchens, including:

- utilities e.g. gas, electricity, water
- food
- packaging
- sundries e.g. paper towels

- equipment

Topic 2.2:
Learners will need to understand how physical and natural resources can be wasted in professional kitchens.

Learner will need to know how wastage can be minimised.

Learners will need to understand the costs and benefits of minimizing wastage to:
- the business
- the environment.

Learners will need to know the initiatives which are used to support minimising resource wastage e.g. WRAP

Learners will need to know how to encourage staff to minimise wastage.

Topic 2.3
Learners will need to know how the business can benefit from efficient use of resources in the professional kitchen, including:
- reduced wastage
- reduced energy bills
- meeting environmental targets
- reduced refuse collection costs
- good PR / business reputation
- increased profitability.

Guidance for delivery
It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their understanding and skills, the learning outcomes in this unit could be delivered within a practical environment in order that the theory can be clearly applied to the professional kitchen environment.

Reinforcement of the outcomes can be carried out in the delivery of other units, particularly where these are delivered in a production environment.

Employer engagement
Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Opportunities for work experience would provide learners with the opportunity to observe sustainable practices in action and their effect on the operation of the professional kitchen. Employers could also provide case studies of real life scenarios where sustainable practices have been applied.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Foskett D, Paskins P – The Theory of Hospitality and Catering, 12th edition (Hodder Education, 2011) ISBN 1444123760

Websites

- http://www.essentiallycatering.co.uk   Essentially Catering
- http://www.thecaterer.com   The Caterer
- http://www.chefmagazine.co.uk   Chef Magazine
- http://www.hospitalityandcateringnews.com   Hospitality and Catering News
- http://www.wrap.org.uk   Waste and Resources Action Programme

Journals and magazines

The Caterer
Chef Magazine
Restaurant

Unit 317   Exploring gastronomy

UAN:	H/507/6197
Level:	3
GLH:	30

What is this unit about?

The aim of this unit is to enable learners to develop the necessary knowledge and understanding of gastronomy and the influences that lead to the modern dining experience. It covers the influences on gastronomy including cultural, religious, geographic location, commodities, science and technology. Learners will explore the factors that contribute to a dining experience and how customer's expectations differ.

Learning outcomes

In this unit, learners will be able to

1. understand the influences of gastronomy on eating and drinking culture
2. understand the factors affecting dining experiences

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the influences of gastronomy on eating and drinking culture

Topics

1.1   Historical and current influences on eating and drinking
1.2   Effects of science and technology on eating and drinking
1.3   Impact of individuals on gastronomy

Topic 1.1

Learners will need to understand the factors influencing eating and drinking including:

- historical perspective
  - influences from key regions with regards to commodities, etiquette, cooking techniques, menu structure, senses:
    - Africa
    - Continental Europe
    - Britain
    - Indian sub-continent
    - Asia
    - Middle East
    - South America
    - North America
  - impact of people migration

- timeline of developments
- current perspective
    - how geography of key regions affect the commodities produced, including climate, soil, lakes, river, sea, terrain
    - influences and beliefs from different religions with regards to eating and drinking:
        - the use of certain commodities or ingredients in dishes (pork, beef, shellfish, alcohol),
        - the methods of preparation of commodities (e.g. halal, kosher)
        - religious meaning/importance of different foods

Learners will need to understand the factors that lead to different choices people make with regards to food and drink in today's society, including:
- family
- nutrition, health, allergens
- cost
    - income/economy
- time pressures (demands of work)
- lifestyle choices and time pressures
    - increase availability of ready meals
    - takeaway
    - supermarket shopping
    - healthy eating awareness e.g. organic food
    - vegetarian, vegan
    - tourism
    - fashions/fads
    - increase in eating out
    - availability and appreciation of fine foods
    - street food/pop-ups
- availability of commodities
- media
    - television, radio, books, magazines, newspapers, Internet and social media
- equipment

Topic 1.2
Learners will need to understand how science and technology have affected eating and drinking including:
- equipment:
    - food preparation
    - cooking
    - storage
- food processing management:
    - shorter ripening times
    - reduction of fat content in livestock
    - increased resistance to pests/disease
    - increased use of fertilisers
    - increased yields

- increased shelf life
- genetically modified (gm) foods
- irradiated foods
- intensive farming
- ready meals (for individuals/commercial businesses).

Topic 1.3
Learners need to know individuals and understand their influence on gastronomy, including:
- Antonin Careme
- Fernand Point
- Brillat Savarin
- Auguste Escoffier
- Troisgros brothers
- Paul Bocuse
- Roux Brothers
- Raymond Blanc
- Heston Blumenthal
- Marco Pierre White
- Gordon Ramsey
- Ferran Adria.

Learning outcome:
2. Understand the factors affecting dining experiences

Topics
2.1 Types of dining experiences
2.2 The pairing of food and beverage
2.3 The link between customer needs and types of dining experience
2.4 Influencing factors associated with dining experience

Topic 2.1
Learners will need to understand the similarities and differences between types of dining experiences available, including:
- fine dining
- pubs (including gastro pubs)
- bistros/brasseries
- chains/branded
- themes
- ethnic
- fast food
- take away
- events
- in-house catering (e.g. workplace, schools, hospitals)
- street food.

Learners will need to understand the characteristics of different meal types, including:

- breakfast
- lunch
- afternoon tea
- dinner.

Characteristics include:
- types of dishes
- dining experience
- types of menus
- commodities
- timings
- prices
- spending.

Topic 2.2
Learners will need to understand how food and beverages complement each other.

Topic 2.3
Learners will need to understand the link between customer's expectations and types of dining experiences including:
- value and worth
- hierarchy of need
- perceptions and expectations
- consistency and standards
- reputation
- recognition of quality
    - scores on the door
    - reviews (press, social media, online)
    - guides
    - awards
    - ratings.

Topic 2.4
Learners will need to understand the factors that can influence the dining experience including:
- setting
- ambience
- menu
- food
- drink
- food service
- wine service
- style (design)
- reception
- technical ability and awareness of products
- delivery of products and services
- perceived value.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and understanding, the learning outcomes in this unit could be delivered within a practical environment, working with commodities from different regions, preparing dishes with consideration for different influences, presenting dishes for different dining experiences. This could be through a gastronomic fayre.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing vegetarian or meat dishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Encouraging learners to eat out and view food from a customer's prospective would also be beneficial. It may be possible for learners to engage with employers in different types of establishments. They could liaise with them to establish the criteria that are likely to be used a food critic or mystery diner. They could then visit the establishments and share their experiences in a similar way that a mystery diner or food critique.

Guest industrial patisserie chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Foskett D, Paskins P – The Theory of Hospitality and Catering, 12th edition (Hodder Education, 2011) ISBN 1444123760

Websites

- http://www.thecaterer.com   The Caterer
- http://www.chefmagazine.co.uk   Chef Magazine
- http://www.hospitalityandcateringnews.com   Hospitality and Catering News

Journals and magazines

The Caterer
Chef Magazine
Restaurant

Unit 322   Advanced skills and techniques in producing dough and batter products

UAN:	H/507/6202
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to develop knowledge, understanding and advanced skills to prepare, produce and finish fermented dough and batter products.

Learners will develop advanced skills to produce fermented dough and batter products using traditional and modern methods. They will develop an understanding of food science and how this is applied to the production of fermented doughs and batters. Learners will develop an understanding of why faults may occur in products as well as how to correct and rectify them.

Learning outcomes

In this unit, learners will be able to
1. understand how to produce dough and batter products
2. produce dough and batter products using advanced techniques
3. finish dough and batter products using advanced techniques

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

Learning outcome:

1. Understand how to produce dough and batter products

Topics

1.1   Advanced techniques for the production of dough and batter products
1.2   Food science
1.3   Importance of weighing and measuring
1.4   Faults in dough and batter products
1.5   Storage

Topic 1.1

Learners will need to understand the preparation and processing techniques used to produce dough and batter products and the types of products they are used to produce, including:

- laminating

- plaiting
- activated dough development
- Chorleywood bread process
- overnight sponges
- delayed salt
- artisan fermentation
- sourdough
- ferment sponge and dough.

Topic 1.2
Learners will need to understand scientific process and how they related to the production of dough and batter products, including:
- Maillard reaction
- gelatinisation
- hygroscopic
- dextrinisation
- biological aeration
- the use of bread improvers
- yeast feeding
- requirements for CO_2 fermentation
- cooking methods e.g. combination cooking, baking in dry heat, baking with steam injection, deep frying
- retarding.

Topic 1.3
Learners will need to understand the importance of
- correct measurement, weighing and multiplying ingredients
- controlling time, temperature and humidity.

Topic 1.4
Learners will need to understand causes and symptoms of faults in the produced dough and batter products, including:
- low volumes
- tough and close textured crumb
- high crust colour
- anaemic crust colour
- flat shape
- loose/woolly textured crumb.

Topic 1.5
Learners will need to understand how to store dough and batter products, in order to optimise their shelf life without contaminating other food products.

Learning outcome:

2. Produce dough and batter products using advanced techniques

Topics

2.1   Specialist equipment
2.2   Producing dough and batter products

Topic 2.1

Learners will need to understand how to use and operate different types of specialist equipment, including:

- savarin moulds
- dariole moulds
- pastry wheels
- laminating machine (dough break)
- dough lames
- spiral mixer
- bun divider and moulder
- charlotte moulds e.g. brioche, mousseline.

Topic 2.2

Learners will need to be able to apply techniques to produce dough and battered products, including:

- laminated doughs e.g. Danish pastries, croissants
- artisan breads e.g. pain rustique
- overnight sponges e.g. farmhouse
- enriched e.g. brioche, savarin
- speciality e.g. ciabatta, rye, epis, dragon tail, bagels, stolen, naan
- ADD e.g. white bread, brown bread
- non-fermented e.g. chapatti, crumpets, pretzel, soda bread.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Learners will need to understand flavour combinations used in dough and batter products.

Learning outcome:

3. Finish dough and batter products using advanced techniques

Topics

3.1   Filling and decorating dough and batter products
3.2   Evaluation

Topic 3.1

Learners will need to understand and be able to produce the fillings used with dough and battered products, including:

- ganache
- crème patissiere

- frangipane
- fruit
- chocolate
- fruit glazes.

Learners will need to know and be able to produce appropriate decorations for different dough and batter products, including:

- glazing

- toppings (fruits, nuts, cereals, water icing).

Learners will need to know ingredients used to fill and decorate dough and batter products that may cause an allergic reaction.

Topic 3.2
Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery
It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie or bakery specific practical environment with specialist pieces of equipment such as savarin moulds, laminating machines, etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing brioche based desserts.

Employer engagement
Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs, bakers and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Barker C, Burke M, Rippington N – Professional Patisserie (Hodder Education, 2013) ISBN 1444196448

Roux A, Roux M – The Roux Brothers on Patisserie (Little, Brown, 1993) ISBN 0316905593

Hanneman L J – Patisserie (Second Edition) (Routledge, 2005) ISBN 0750669284

Saus M – Advanced Bread and Pastry A Professional Approach (Delmar Cengage Learning, 2008) ISBN 141801169X

Keller T – Bouchon Bakery (Artisan, 2012) ISBN 1579654355

Gisslen W – Professional Baking (Sixth Edition) (Wily, 2012) ISBN 1118254368

Journals and magazines

Ganache – The Magazine for Chocolatiers and Pastry Chefs)

The Caterer

So good – The Magazine of Haute Patisserie

Websites

- http://MSK-ingredients.com   MSK Ingredients
- http://breadhitz.com   Breadhitz
- https://www.sfbi.com   San Francisco Baking Institute
- http://www.foodservicefootprint.com   Footprint

Unit 323　Advanced skills and techniques in producing petits fours

UAN:	K/507/6203
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand the culinary term 'petits fours' and where they are to be found on a menu. Learners will have the opportunity to prepare, bake and present a varied selection of petits fours within the three main classifications; petits fours glacé, petit four sec and confiserie varié.

Throughout this unit, learners will understand and develop the underpinning food science and manipulative skills and appreciate the importance of harmony, contrast and colour when presenting petits fours.

Learning outcomes

In this unit, learners will be able to
1. understand how to produce petits fours
2. produce petits fours using advanced techniques
3. finish petits fours using advanced techniques

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

Learning outcome:

1. Understand how to produce petit fours

Topics
1.1　Classification of petits fours
1.2　Fillings, glazings, creams, icings
1.3　Techniques for the production of petits fours
1.4　Effect of preparation and cooking methods on the end product
1.5　Quality points
1.6　Storage

Topic 1.1

Learners will need to know alternative terms for petits fours used in industry, including:
- friandise
- gourmandise
- sweetmeats
- frivolities
- mignandise.

Learners will need to know the characteristics of the three classifications of petits fours:
- glacé
- sec
- confiserie varié.

Learners will need to know examples of each classification.

Learners will need to know contemporary trends in producing and finishing petits four for example edible wrappers, frozen petits fours, chocolate lollipops, inclusion of herbs and spices.

Topic 1.2

Learners will need to understand how to use and produce fillings, glazes, creams and icings for petits fours as an integral part of and to enhance the final product to meet dish requirements, including:
- fillings e.g. lemon curd, buttercream, crèmeux
- glazes e.g. apricot glaze, commercial glaze, chocolate glaze
- creams e.g. crème diplomat, crème mousseline, crème legere
- icings e.g. lemon water icing, fondant.

Topic 1.3

Learners will need to understand the techniques used to prepare and finish petits fours and the types of petits fours they can produce, including:
- moulding
- piping
- rolling
- cutting
- spreading
- dipping
- glazing
- spraying
- shaping
- enrobing
- aerating
- use of setting agents
- sugar boiling
- addition of colours and flavours
- using acetate/guilding.
- aerating
- emulsifying

- whisking
- creaming
- folding
- dehydrating
- crystallising
- Passing/straining.

Topic 1.4
Learners will need to understand the scientific processes of

- gelatinisation
- crystallisation
- dehydration
- inversion
- coagulation
- caramelisation
- tempering
- Maillard reaction

Learners will need to understand how these processes affect working with different products to produce petits fours.

Learners will need to understand why isomalt, pectins, agar agar, citrc acid, malic acid and glucose are used in the production and finishing of petits fours.

Topic 1.5
Learners will need to know the quality points to consider during the production and finishing of petits fours, including:

- correct degree of cooking
- uniform size of petits fours
- precision in shapes and sizes
- appealing presentation
- appropriate harmony of flavours
- correct temperature
- appropriate variant of colour
- correct consistency
- freshness/ripeness of commodities
- correct texture
- appropriate shine

Learners will need to understand the common faults that can occur in the preparation and finishing of petits fours and how they can be rectified.

Topic 1.6
Learners will need to understand how to petits fours, in order to optimise their shelf life without contaminating other food products.

Learning outcome:
2. Produce petits fours using advanced techniques

Topics

2.1   Glacé
2.2   Sec
2.3   Confiserie varié

Topic 2.1
Learners will need to be able to apply appropriate techniques to prepare glazed petits fours including:

- dipped fruits - fruit deguises and fruit au caramel
- fondant - carolines au chocolat, mirroirs, fondant dips.

Topic 2.2
Learners will need to be able to apply appropriate techniques to prepare petits fours sec including:

- macaroon
- Rothchilds
- florentines
- tuiles
- Dutch biscuits.

Topic 2.3
Learners will need to be able to apply techniques to produce confisserie varié petits four, including:

- Turkish delight
- fudge
- nougat montelimar
- cut, dipped pralines.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Learning outcome:
3. Finish petit fours using advanced techniques

Topics
3.1   Finishing techniques
3.2   Evaluation

Topic 3.1
Learners will need to be able to apply techniques to finish petits four, including:

- dipping
- piping
- glazing
- coating
- dusting
- spinning
- use of metallic powders

- caramelising
- spraying
- trimming
- using acetate/guilding.

Learners need to be able to present petits fours with consideration for:
- uniformity
- variety
- allergens
- colour contrast
- packaging
- consumer handling
- impact
- presentation medium.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Topic 3.2
Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:
- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie specific practical environment with specialist pieces of equipment such as guitar, praline moulds, chocolate sprayers etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing pastry based desserts or finishing plated desserts with chocolate garnishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Barker C, Burke M, Rippington N – Professional Patisserie (Hodder Education, 2013) ISBN 1444196448

Roux A, Roux M – The Roux Brothers on Patisserie (Little, Brown, 1993) ISBN 0316905593

Notter E – The Art of the Chocolatier (John Wiley & Sons, 2011) ISBN 0470398841

Hanneman L J – Patisserie (Second Edition) (Routledge, 2005) ISBN 0750669284

Notter E – The Art of the Confectioner: Sugar Work and Pastillage (John Wiley & Sons, 2012) ISBN 0470398922

Journals and magazines

Ganache – The Magazine for Chocolatiers and Pastry Chefs

The Caterer

So good – The Magazine of Haute Patisserie

Websites

- http://www.dessertprofessional.com   Dessert professional
- http://www.savourschool.com.au/online-classes   Savour Chocolate & Patisserie School
- http://MSK-ingredients.com   MSK Ingredients
- http://www.foodservicefootprint.com   Footprint

DVDs

Kings of Pastry   Working with Chocolate

Unit 324   Advanced skills and techniques in producing paste products

UAN:	M/507/6204
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand the advanced processes behind the production of pastes and paste products. Producing pastes is a scientific process. The way in which the commodities used are handled and prepared, alongside the time and temperature they are exposed to, has an impact on the finished product. Learners will develop an understanding of the science behind paste production and use it to recognise common faults where elements of the process may not have been followed precisely.

Learners will develop the skills and techniques required to produce and finish complex paste products.

Learning outcomes

In this unit, learners will be able to
1. understand how to produce paste products
2. produce paste products using advanced techniques.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

Learning outcome:
1. Understand how to produce paste products

Topics
1.1   Techniques for the production of paste products
1.2   Recipe specifications
1.3   Food science
1.4   Storage

Topic 1.1
Learners will need to understand the preparation and processing techniques used in the production of pastes, including:

- folding (book, envelope, Scotch)
- laminating
- rolling
- resting
- stretching of paste (for strudel)
- boiling/melting.

Learners will need to know the types of pastes produced with these techniques.

Topic 1.2
Learners will need to understand the importance of recipe specifications in the production of paste products, including:
- methodology
- commodity specification (e.g. gluten content of flour)
- weighing/measuring precise quantities
- multiplication
- timings
- presentation details
- specialist equipment
- correct yield
- consistency in product production
- harmony of colour
- texture
- flavour and aroma.

Topic 1.3
Learners will need to understand the physical effects of handling during the preparation and production of different types of pastes.

Learners will need to understand the effects of cooking on different types of pastes, including:
- time
- temperature
- humidity.

Learners will need to understand causes and symptoms of faults, including:
- retraction
- shrinkage
- uneven rise
- lack of rise.

Learners will need to understand the food science principles affecting the production of pastes, including:
- reaction of fats
- gluten development
- ratios of fat to flour
- lamination

- Maillard reaction
- hygroscopic
- dextrinisation
- cooking methods e.g. combination cooking, baking in dry heat, deep frying.

Topic 1.4
Learners will need to understand how to store paste products, in order to optimise their shelf life without contaminating other food products.

Learning outcome:

2. **Produce paste products using advanced techniques**

Topics

2.1   Specialist equipment
2.2   Producing paste products
2.3   Finishing paste products
2.4   Evaluation

Topic 2.1
Learners will need to understand how to use and operate equipment, including:
- croquenbouche mould
- pastry wheels
- funnel depositer
- tartlet moulds
- baking sheets
- pastry break
- docker
- burnishing bars
- lattice cutter
- blowtorch
- mixing machine.

Topic 2.2
Learners will need to be able to apply advanced techniques to produce paste products, including:
- sable e.g. gateaux Macmahon, tarte au chocolat/citron
- choux e.g. gateaux St Honoré, croquembouche
- strudel e.g. apple
- filo e.g. baklava
- puff (fresh) e.g. mille feuilles
- hot water paste e.g. hand raised pies.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Topic 2.3
Learners will need to be able to assemble products made with different types of paste, including:
- choux paste

- puff pastry

Learners will need to be able to produce fillings and finishes for paste products, including:
- crème Chantilly
- crème patissier/diplomate/chibouste/mousseline
- ganache
- mousse
- lemon curd
- Italian meringue
- jellies (e.g. for inserts)
- water icing
- chocolate glaze.

Learners will need to be able to produce accompaniments to enhance the presentation of plated paste products, including:
- chocolate
- caramel/butterscotch
- sauce à l'anglaise
- fruit coulis.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Topic 2.4
Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:
- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie specific practical environment with specialist pieces of

equipment such as croquembouche mould, burnishing bars and lattice cutter, etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing pastry based desserts.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Barker C, Burke M, Rippington N – Professional Patisserie (Hodder Education, 2013) ISBN 1444196448

Roux A, Roux M – The Roux Brothers on Patisserie (Little, Brown, 1993) ISBN 0316905593

Hanneman L J – Patisserie (Second Edition) (Routledge, 2005) ISBN 0750669284

Notter E – The Art of the Confectioner: Sugar Work and Pastillage (John Wiley & Sons, 2012) ISBN 0470398922

Fassbind L, Fassbind O – Sugar Artistik: Complete Manual of Sugar Art-Advanced, Vol 2 (Chips Books, 1997) ISBN 3952053023

Wybauw J-P – Chocolate Decorations (Landoo 2014) ISBN 9020968297

Journals and magazines

Ganache – The Magazine for Chocolatiers and Pastry Chefs
The Caterer
So good – The Magazine of Haute Patisserie

Websites

- http://www.dessertprofessional.com   Dessert professional
- http://www.savourschool.com.au/online-classes   Savour Chocolate &Patisserie School
- http://MSK-ingredients.com   MSK Ingredients
- http://www.foodservicefootprint.com   Footprint

DVDs

Kings of Pastry

Working with Chocolate

Unit 325   Advanced skills and techniques in producing hot, cold and frozen desserts

UAN:	T/507/6205
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to produce hot, cold and frozen desserts. Learners will develop an understanding of scientific principles that support the techniques used and their related food safety requirements. They will learn about the use of specialist ingredients in desserts and the most appropriate storage methods.

Learners will apply technical skills developed working with pastry, sponges and biscuits to refine their ability to produce a range of hot, cold and frozen desserts.

Learning outcomes

In this unit, learners will be able to
1. understand how to produce hot, cold and frozen desserts
2. produce hot, cold and frozen desserts using advanced techniques.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

Learning outcome:

1. Understand how to produce hot, cold and frozen desserts

Topics

1.1   Examples of hot, cold and frozen desserts
1.2   Techniques for the production of hot, cold and frozen desserts
1.3   Using specialist ingredients in hot, cold and frozen desserts
1.4   Achieving the correct yield
1.5   Storage

Topic 1.1

Learners will need to know examples of hot, cold and frozen desserts. They will need to understand the suitability of desserts for different types of service.

Topic 1.2

Learners will need to understand the preparation and processing techniques used to produce hot, cold and frozen desserts and the types of desserts they are used to produce:

- aerating
- emulsifying
- whisking
- creaming
- folding
- dehydrating
- lining/chimise
- churning
- applying heat e.g. to egg
- crystallising
- sugar boiling
- rolling
- piping
- demoulding
- beating
- chilling/setting
- caramelising
- passing/straining
- moulding
- shaping e.g. quenelle.

Learners will need to understand scientific processes of

- inversion
- gelatinisation
- hygroscopic
- dextrinisation
- coagulation
- aeration
- Maillard reaction.

Topic 1.3
Learners will need to understand why methacyl, stabilisers, emulsifiers, isolmalt maltodextrin, agar agar and carageen are used in desserts.

Topic 1.4
- learners will need to understand the importance of correct measurement, weighing and multiplying ingredients to give the correct yield in the preparation as well as. consistency in product production
- harmony of colour
- texture
- flavour and aroma.

Topic 1.5
Learners will need to understand how to store hot, cold and frozen desserts, in order to

optimise their shelf life without contaminating other food products.

Learning outcome:
2. Produce hot, cold and frozen desserts using advanced techniques

Topics
2.1   Specialist equipment
2.2   Producing hot, cold and frozen desserts
2.3   Presenting hot, cold and frozen desserts
2.4   Evaluation

Topic 2.1
Learners will need to understand how to use and operate equipment, including:
- Water baths
- Vacuum packing machine
- Thermostatically controlled food processor.

Learners will need to understand the implications of using different types of technological equipment.

Learners will need to know the purpose, how to calibrate (including calibration scales) and how to use the following measuring equipment:
- refractometer
- saccharometer
- thermometer
- electronic scales.

Topic 2.2
Learners will need to be able to apply techniques to produce hot, cold and iced desserts including:
- soufflés e.g. pudding soufflé, omelette soufflé, iced soufflé, en surprise and derivatives
- iced confections: e.g. ice cream, granite
- moulded iced confections: e.g. bombe glacée, iced parfait
- mousse cakes: e.g. blackcurrant delice, plated mousse based desserts
- poached meringue: e.g. ouefs à la neige, iles flottant
- set egg custards e.g. crème beau ravage, crème Viennoise
- pastry based e.g. apple strudel, pear Bourdaloue
- bavarois based e.g. charlotte royale/russe
- rice based e.g. riz imperatrice, riz à la francais
- sabayon e.g. fruit gratins, zabaglione
- hot charlottes e.g. apple, pear
- batter based e.g. clafoutis, crêpes suzette
- yeast based e.g. savarin, baba, fruit fritter
- fruit based e.g. tarte tatin, peach melba, pear belle Hélène.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Topic 2.3

Learners will need to understand the appropriate sauces and fillings to use with different types of desserts. They will also need to be able to produce the following fillings and refined sauces in the presentation of desserts:

- chocolate based sauces
- crème anglaise based sauces
- syrups
- lemon cream
- foams
- espumas
- sabayons
- glazes
- ganache
- fruit sauces
- crumbs (streusel, chocolate, biscuit)
- piped chocolate.

Learners will need to be able to produce decorative items to use in presentation of desserts, including:

- boiled sugar/isomalt
- tempered chocolate
- dehydrated fruit
- biscuit
- dried meringue
- crumbs.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Topic 2.4

Learners will need to be able to measure and evaluate against quality standards throughout preparation and cooking.

Learners will need to be able to evaluate products against dish requirements and production standards and recognise any faults including:

- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation
- temperature
- aroma.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie specific practical environment with specialist pieces of equipment such as silpat mats, deck ovens, mixing machines, etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing pastry based desserts or finishing plated desserts with chocolate garnishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

Barker C, Burke M, Rippington N – Professional Patisserie (Hodder Education, 2013) ISBN 1444196448

Roux A, Roux M – The Roux Brothers on Patisserie (Little, Brown, 1993) ISBN 0316905593

Hanneman L J – Patisserie (Second Edition) (Routledge, 2005) ISBN 0750669284

Notter E – The Art of the Confectioner: Sugar Work and Pastillage (John Wiley & Sons, 2012) ISBN 0470398922

Fassbind L, Fassbind O – Sugar Artistik: Complete Manual of Sugar Art-Advanced, Vol 2 (Chips Books, 1997) ISBN 3952053023

Wybauw J-P – Chocolate Decorations (Landoo 2014) ISBN 9020968297

Journals and magazines

Ganache – The Magazine for Chocolatiers and Pastry Chefs
The Caterer
So good – The Magazine of Haute Patisserie

Websites

- http://www.dessertprofessional.com   Dessert professional
- http://www.savourschool.com.au/online-classes.ASPX   Savour Chocolate &Patisserie School
- http://MSK-ingredients.com   MSK Ingredients

- http://callebaut.com — Callebaut
- http://www.worldchocolatemasters.com — World Chocolate Masters
- http://www.foodservicefootprint.com — Footprint

DVDs

Kings of Pastry

Working with Chocolate

Unit 326   Advanced skills and techniques in producing cakes and sponges

UAN:	TBC
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for the learner to develop knowledge, skills and understanding of preparing, producing and finishing a range of advanced cakes and sponges.

In completing this unit learners will be able to understand the techniques used to produce cakes and sponges and use these together with the relevant tools and equipment needed. They will understand the types of inserts and fillings used with different cakes and sponges and be able to produce fillings and use them with finishing techniques to produce a quality final product. They will develop an understanding of quality points of cakes and sponges to carry out an evaluation to ensure they meet dish requirements.

Learning outcomes

In this unit, learners will be able to
1. understand how cakes and sponges are produced
2. produce cakes and sponges using advanced techniques
3. finish cakes and sponges using advanced techniques

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

Learning outcome:

1. Understand how cakes and sponges are produced

Topics
1.1   Techniques used to produce cakes and sponges
1.2   Special ingredients
1.3   Storage

Topic 1.1

Learners will need to understand the preparation and processing techniques used to produce cakes and sponges:

- aerating
- emulsifying

- whisking
- creaming
- folding
- lining
- applying heat e.g. to egg
- piping
- demoulding
- beating
- conditioning
- caramelising
- sieving
- depositing.

Learners will need to understand the types of cakes and sponges that are produced with these techniques.

Learners will need to understand scientific processes of
- inversion
- emulsification
- gelatinisation
- hygroscopic
- dextrinisation
- coagulation
- aeration
- Maillard reaction.

Learners will need to understand how they are applied to the production of cakes and sponges.

Topic 1.2
Learners will need to understand why high ratio flour, soft flour, self raising flour, raising agents, high ratio fat and emulsifiers are used in cakes and sponges. They will also need to understand the function of eggs, fats, flours, starches and sugars in the production of cakes and sponges.

Learners will need to understand the importance of correct measurement, weighing and multiplying ingredients to give the correct yield in the preparation as well as:
- consistency in product production
- harmony of colour
- texture
- flavour and aroma.

Topic 1.3
Learners will need to understand how to store cakes and sponges, in order to optimise

their shelf life without contaminating other food products.

Learning outcome:
2. Produce cakes and sponges using advanced techniques

Topics
2.1   Tools and equipment
2.2   Producing cakes and sponges
2.3   Fillings and inserts

Topic 2.1
Learners will need to understand how to use and operate tools and equipment to produce cakes and sponges.
- silicon moulds
- torte divider
- guitar
- blast chiller
- combs
- stencils
- turntables
- stepped palette knife
- torten mould.

Topic 2.2
Learners will need to be able to apply techniques to produce cakes and sponges including:
- sugar batter e.g. Madeira, fruit cake
- flour batter e.g. muffins, Madeleines
- fatless sponge e.g. roulade
- separated egg e.g. biscuit joconde, sacher sponge, dacquoise,
- sabayon e.g. flavoured Genoise
- heavy sponge e.g. pain de gene, Battenberg
- flourless sponge e.g. chocolate sponge.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Topic 2.3
Learners will need to understand the appropriate fillings and inserts to use with different types of cakes and sponges. They will also need to be able to produce the following fillings and inserts for cakes and sponges:
- ganache
- mousseline
- diplomat
- praline
- lemon curd

- fruit inserts
- continental/boiled butter cream
- crèmeux.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Learning outcome:
3. Finish cakes and sponges using advanced techniques

Topics
3.1   Finishing cakes and sponges
3.2   Evaluation

Topic 3.1
Learners will need to be able to finish cakes and sponges to obtain the desired outcome as required by the specifications of the dish, including:
- glazes (apricot, chocolate)
- creams (butter cream, crème Chantilly, ganache, cremeux)
- icings (fondant, water icing, royal icing)
- coatings (sugar paste, marzipan).

Learners will also need to create decorations to finish cakes and sponges, including the use of:
- couverture
- marzipan
- croquant,/nougatine
- piping creams
- boiled sugar
- fruit
- biscuits.

Learners will need to be able to use tools and equipment with precision. They will need to be able to demonstrate refinement and accuracy in their practical technique.

Topic 3.2
Learners will need to understand the effects of different factors on the finished product including:
- temperature
- humidity
- storage
- stabilisers e.g. in cream
- emulsification e.g. for ganache

Learners will need to be able to evaluate products against recipe specification and

production standards and recognise any faults, including:

- measurement/correct shape and dimension
- portion size
- colour
- taste
- texture
- consistency
- harmony
- presentation.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a patisserie specific practical environment with specialist pieces of equipment such as torten moulds, turntables and chocolate sprayers etc. in order that the theory can be clearly applied to the product.

Reinforcement of the outcomes can be carried out in the delivery of other units, for example when developing sponge based desserts or finishing cakes with chocolate garnishes.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the learning provider has links.

Guest industrial patisserie chefs and specialist suppliers should be encouraged to visit centres to give demonstrations, update on new products and legislation to learners.

Learners should also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from the catering and hospitality industry.

Suggested learning resources

Books

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Journals and magazines

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So good – The Magazine of Haute Patisserie

Websites

- http://www.dessertprofessional.com   Dessert professional
- http://www.savourschool.com.au/online-classes   Savour Chocolate & Patisserie
  School
- http://MSK-ingredients.com   MSK Ingredients
- http://www.foodservicefootprint.com   Footprint

DVDs

Kings of Pastry

Working with Chocolate

Unit 327   Advanced skills and techniques in producing display pieces and decorative items

UAN:	A/507/6206
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to produce and present display pieces and decorative items. Decorative items are used to embellish cold desserts, petits fours and cakes and sponges. Examples of decorative items include spun sugar, chocolate cigarettes, chocolate spirals, chocolate run-outs and marzipan roses. Display pieces are often used to accompany petits fours, highlight window displays or use on decorative buffets.

Display pieces and decorative items can be produced from different commodities and in this unit, learners will develop an understanding of the different techniques and how they are applied when working with chocolate, sugar, marzipan and pastillage. Learners will have the opportunity to develop their creative skills in this unit. They will learn about design requirements and how to consider them in the development of a design specification for display pieces and decorative items.

Learning outcomes

In this unit, learners will be able to:

1. understand how to produce display pieces and decorative items
2. produce display pieces and decorative items using advanced techniques
3. present display pieces and decorative items using advanced techniques.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The delivery of this unit will need to focus on current practice with regard to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006 and to be aware of the Food Information for Consumers Regulation No. 1169/201 regarding food allergens.

Learning outcome:

1. Understand how to produce display pieces and decorative items

Topics

1.1   Techniques for the production of display pieces and decorative items
1.2   Key design considerations for display pieces and decorative items
1.3   Key factors when producing display pieces and decorative items to achieve the desired outcome

Topic 1.1
Learners will need to understand the techniques for preparation, processing and presentation of display pieces and decorative items.

Addition of colours and flavours: Learners will need to understand why procedures need to be followed when adding colours and flavourings, whether in liquid, powdered or paste forms, to different products used for centre pieces and decorative items when working with pastillage, chocolate and boiled sugar.

Setting agents: Learners will need to understand the appropriate use of different setting agents for example gelatine or gum tragacanth used for setting pastillage and freeze spray for setting chocolate centre pieces

Sugar boiling: Learners will need to know the ideal conditions and temperatures required for boiling different sugars including: pulled sugar, rock sugar, poured sugar, moulded sugar, blown sugar, sugar ribbons, sugar flowers, boiled sugar used for gluing/assembly. Learners will need to be able to explain the risks associated with boiled sugar solutions and the importance of planning before the boiling process commences in order to minimise the risks.

Piping: Learners will need to understand the appropriate procedures to follow and conditions for piping chocolate in frozen alcohol, tempered couverture over frozen metal pipes, spaghetti chocolate over frozen marble slabs and chocolate tubes.

Moulding: Learners will need to understand the appropriate procedure to follow when preparing and using different moulds, including: single sided and hollow moulds, magnetic moulds, gelatine moulds, silicone moulds. Learners will need to be able to explain the use of embellishing moulds and the procedures to be followed.

Gluing: Learners will need to know techniques used to glue sugar, chocolate and royal icing products.

Cooling: Learners will need to know the techniques to cool boiled sugar pieces, including the use of any equipment.

Air brushing: Learners will need to know the conditions required and techniques used when producing display pieces and decorative items, including chocolate, metallic powders and spray.

Structuring: Learners will need to know the correct use and importance of supports for display pieces and decorative items, including how to hide and/or make joint connections less obvious.

Topic 1.2
Learners will need to be able to analyse a brief in order to determine design requirements to produce a display pieces and decorative items, including:
- environment
- budget
- client needs
- size
- shape
- occasion
- medium (chocolate, pastillage, marzipan, sugar, etc.)

- time
- logistics (transportation, storage, packaging).

Topic 1.3
Learners will need to know faults in display pieces and decorative items and understand their causes, including poor handling, contamination, moisture, humidity, sunlight, dust particles. They will need to also be able to explain how faults can be prevented and rectified such as:
- fingerprints on chocolate pieces - linen gloves
- fat bloom – ensure correct tempering and avoid fluctuation of temperature
- sugar bloom – avoid moist conditions when storing and processing
- dust particles – work in clean environment, appropriate storage
- poor jointing – ensure all joints are neat and not visible

They will need to understand scientific terms including inversion, crystallisation, tempering, bloom strength, gums and setting agents, hygroscopic, sugar bloom and fat bloom.

Learning outcome:

2. Produce display pieces and decorative items using advanced techniques

Topics

2.1   Design display pieces and decorative items in response to a brief
2.2   Assemble display pieces and decorative items to the finished design specification
2.3   Quality checks during production of display pieces and decorative items

Topic 2.1
Learners will need to be able to interpret a brief to produce a design specification. A design specification will need to include:
- size
- structure
- colours and flavours
- shape(s) and measurements
- medium (chocoloate, pastillage, marzipan, sugar, etc.)
- time
- resources (commodities, equipment)
- costs
- procedure
- transport and storage.

Learners will need to be able to justify how the design specification meets the brief.

Topic 2.2
Learners will need to apply the different techniques in order to assemble display pieces and decorative items.

Topic 2.3
Learners will need to carry out quality checks during the production of display pieces and decorative items to ensure that the finished product meets the design specification.

Degree of cooking/temperature control: cooking of sugar (hard crack, soft crack, hard ball), tempering of chocolate

Proportions: all shapes and sizes are in keeping with one another and accurate in shape, size and proportion

Appearance: the outcome meets the planned design,

Colour/consistency: correct harmony of colour and consistency of textures and shapes

Learners will need to be able to take corrective measures to ensure that the planned design specification is achieved.

Learning outcome:
3. Present display pieces and decorative items using advanced techniques

Topics
3.1   Finishing display pieces and decorative items
3.2   Storing display pieces and decorative items
3.3   Evaluating finished display pieces and decorative items

Topic 3.1
Learners will need to be able to apply different techniques and materials used to embellish display pieces and decorative items including but not limited to:
- spraying – chocolate/coloured cocoa butter, sugar work, pastillage
- piping of royal icing and ganache
- dusting with icing sugar/cocoa powder or metallic dust powder
- application of gold leaf
- cooked sugar/isomalt (bubble, piped, pulled, spun, poured, blown, straw)
- piping, chocolate (motifs, piped, acetate, transfer sheets)
- nougatine/croquant.

Learners will need to be able to use the correct tools and equipment in the required manner, including:
- use of cutting and shaping tools
- use of specialist equipment – guitar, tempering machine, sugar pulling cabinets.

Topic 3.2
Learners will need to know how display pieces and decorative items can be stored throughout the production and on completion as well as how they can be transported. They will need to know the environmental factors that could have an adverse effect on their finished product and understand how these are managed, including:
- temperature control
- humidity controlled
    - using dehumidifiers to remove excess moisture from the working atmosphere
    - vacuum packing will reduce the risk of sugar products attracting the moisture from the atmosphere
    - use of dehumidifying agents – silica gel, slate lime
- date labelling to ensure that product shelf life is controlled

- covered to keep flour particles and any other contaminants off the surface of the product
- position correct to prevent damages.

Topic 3.3
Learners will need to be able to evaluate the finished product against brief requirements by using the following:
- original planned design
- the brief.

Guidance for delivery

It would be beneficial throughout the delivery of this unit if tutors/ trainers provide examples from industry in order to prepare learners for a range of establishments and broaden their employment prospects.

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit will need to be delivered within a specialist environment with equipment such as tempering tanks, sugar cabinets, marble slabs, specialist moulds, etc. in order that the theory can be clearly applied to produce display pieces and decorative items.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach will need to be adopted where possible with employers with whom the organisation has links, and with employers used for work experience placements.

Guest patisserie chefs from industry will need to be encouraged to visit centres to give specialist demonstrations, update on new products and legislation to learners.

Learners will need to also be encouraged to visit trade shows in order to develop their knowledge of modern technology/trends and to network with employer representatives from across the catering and hospitality industry.

Suggested learning resources
Books

Barker C, Burke M, Rippington N – Professional Patisserie (Hodder Education, 2013) ISBN 1444196448

Roux A, Roux M – The Roux Brothers on Patisserie (Little, Brown, 1993) ISBN 0316905593

Notter E – The Art of the Chocolatier (John Wiley & Sons, 2011) ISBN 0470398841

Hanneman L J – Patisserie (Second Edition) (Routledge, 2005) ISBN 0750669284

Wybauw J-P – Chocolate Decorations (Landoo 2014) ISBN 9020968297

Curley, W – Chocolate: A Masterclass in Chocolate (Aurum Press Ltd 2011) 1906417598

Websites
- http://www.dessertprofessional.com   Dessert professional
- http://**www.savourschool.com.au/online-classes**   Savour Chocolate & Patisserie School

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- http://MSK-ingredients.com   MSK Ingredients
- http://callebaut.com   Callebaut
- http://www.worldchocolatemasters.com   World Chocolate Masters
- http://www.foodservicefootprint.com   Footprint

Journals and magazines
Ganache The Magazine for Chocolatiers and Pastry Chefs)
The Caterer
So good.. The Magazine of Haute Patisserie
Chef

DVD's
Kings of pastry   www.amazon.com

Working with chocolate   www.keylink.org

Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:
- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:
- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on
- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 **E: business@cityandguilds.com**

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications) and Learning Assistant (an online e-portfolio).

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