Level 2 Certificate in General/Professional Patisserie and Confectionery (7120-22-32)

February 2023 Version 4.2

City&
Guilds

Qualification at a glance

Subject area	Hospitality and catering
City & Guilds number	7120-22/32
Age group approved	16-18,18+,19+
Entry requirements	N/A
Assessment	Assessment/practical
Fast track	Available
Support materials	Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Certificate in Professional Patisserie & Confectionery	213	320	7120-32	600/1986/4
Level 2 Certificate in General Patisserie & Confectionery	100	140	7120-22	501/0071/3

Version and date	Change detail	Section
4.0 Sep 2014	Amended and corrected items in Assessment section	**Assessment**
4.1 October 2017	Added TQT and GLH details	**Qualification at a glance, Structure**
	Deleted QCF	**Throughout**
4.2 February 2023	Unit 202 - updated range for 'allergenic'	**Units**

Contents

Level 2 Certificate in General/Professional Patisserie and Confectionery (7120-22-32)

1   Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	It is for learners who work or want to work as patisserie chefs in the catering and hospitality sector
What do the qualifications cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the catering and hospitality sector
What opportunities for progression are there?	They allow learners to progress into employment or to the following City & Guilds qualifications: • Level 3 Patisserie & Confectionery 7120 • Level 3 Hospitality & Supervision 7250

Structure

7120-22

To achieve the Level 2 Certificate in General Patisserie and Confectionery, learners must achieve **14** credits.

All the units are mandatory.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
Mandatory				
L/601/6506	Unit 213	Produce hot and cold desserts and puddings	3	24
Y/601/6508	Unit 214	Produce paste products	3	20
A/601/6503	Unit 215	Produce biscuit, cake and sponge products	4	28
J/601/6505	Unit 216	Produce fermented dough products	4	28

7120-32

To achieve the **Level 2 Certificate in Professional Patisserie and Confectionery – Practical Assessment**, learners must achieve **32** credits plus assessment module 862.

All the units are mandatory.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
Mandatory				
D/500/8934	Unit 201	Investigate the catering and hospitality industry	4	20
H/502/0132	Unit 202	Food safety in catering	1	9
H/500/8935	Unit 203	Health and safety in catering and hospitality	3	12

K/500/8936	Unit 204	Healthier food and special diets	1	7
A/601/2130	Unit 205	Catering operations, costs and menu planning	6	40
T/500/8938	Unit 206	Applying workplace skills	3	25
L/601/6506	Unit 213	Produce hot and cold desserts and puddings	3	24
Y/601/6508	Unit 214	Produce paste products	3	20
A/601/6503	Unit 215	Produce biscuit, cake and sponge products	4	28
J/601/6505	Unit 216	Produce fermented dough products	4	28
	Unit 862	Practical assessment module		

Total Qualification Time

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 2 Certificate in General Patisserie and Confectionary	100	140
Level 2 Certificate in Professional Patisserie and Confectionery	213	320

2   Centre requirements

Approval

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres approved to offer the qualification Level 2 Patisserie and Confectionary (7120-02)can apply for a fast track approval for the Level 2 Patisserie and Confectionery (7120-22 and 32).

Centres may offer the new qualification:
- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the approval form guidance notes.

Resource requirements

Physical resources and site agreements

This qualification is aimed at candidates who will be entering the industry and so it is important that they gain their experience in an industrial kitchen. They should use appropriate equipment in terms of the size and scale which must be of industrial quality.

When being assessed, candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner. Please note, if a candidate is working in an unsafe manner it is essential that the assessment is stopped immediately.

As a minimum, it is expected that centres seeking approval for this qualification have access to a well equipped industrial kitchen including
- cooking facilities to enable full access to the qualification for example ovens/ ranges, grills, griddles and deep fat fryers
- worktop space – stainless steel workstations or tables
- washing facilities – hand washing, food preparation and washing up
- refrigerator space
- small and large equipment – it is recommended that centres review the range of equipment requirements against each unit within the qualification. It may be necessary to purchase additional equipment in order to offer the qualification.

It is possible that some centres may wish to place the candidate in a Realistic Working Environment (RWE) for practice. However, when being

assessed it is important that the candidate has sufficient physical resources as described to allow equal and fair assessment of their skills to take place. Centres must be aware of industry requirements and prepare their candidates fully for employment.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training
- be competent at a level above the level being assessed in the specific area they will be assessing. For specialist areas such as food safety, centres should refer to the guidance within the unit.
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and Internal Quality Assurer

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

It is expected that assessors delivering the qualifications have a qualification in the relevant subject area and recent experience of working in the catering and hospitality industry.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Learner entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

These qualifications are approved for learners 16 and over. There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

Candidates under the age of 18 are not allowed to use some types of food slicing equipment without supervision eg gravity fed slicing machines. It is essential that all candidates are made aware of the health and safety issues whilst working in a kitchen environment and candidates should be always be supervised.

3 Delivering the qualification

Initial assessment and induction

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

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment Pack	www.cityandguilds.com
Answer Pack	www.cityandguilds.com

4   Assessment

Unit	Title	Assessment method	Where to obtain assessment materials
201	Investigate the catering and hospitality industry	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assessment, locally marked and externally verified.	Assessment pack
202	Food safety in catering	City & Guilds Online multiple choice test or a paper based multiple choice test (620, 820) Proxy - 802 The assessment covers all of the knowledge outcomes.	Examination provided online. Assessment pack
203	Health and safety in catering and hospitality	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assessment, locally marked and externally verified.	Assessment pack
204	Healthier food and special diets	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assessment, locally marked and externally verified.	Assessment pack

Unit	Title	Assessment method	Where to obtain assessment materials
205	Catering operations, costs and menu planning	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.

Externally set assessment, locally marked and externally verified. | Assessment pack |
| 206 | Applying workplace skills | The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.

Externally set assessment, locally marked and externally verified. | Assessment pack |
| 213 | Produce hot and cold desserts and puddings | Individual practical tasks and a Synoptic assessment.

Collectively, the above practical assessments will cover all the activities in the outcomes, as well as sampling the underpinning knowledge to verify coverage of the units. | Assessment pack |
214	Produce paste products		
215	Produce biscuit, cake and sponge products	These assessments are collectively certificated under unit number 7120-862	
216	Produce fermented dough products	Externally set assessments, locally marked and externally verified.	

Time constraints

The following must be applied to the assessment of this qualification:

- Candidates must finish their assessment within six months
- Assignments should take no longer than 8 hours. If they do, centres should consider why this is, and make sure that they are not trying to gather too much evidence.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. City & Guilds will recognise achievement of unit/qualifications through other awarding organisations which have the same content and assessment.

5   Units

Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the Register of Regulated Qualifications **www.register.ofqual.gov.uk**

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 201　　Investigate the catering and hospitality industry

UAN:	D/500/8934
Level:	2
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to the
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	This unit will provide candidates with an understanding of the main functions, scope and size of the hospitality and catering industry. Candidates will develop an understanding of the links with related businesses and with this as a starting point, they will then investigate the industry using a variety of sources. They will consolidate their understanding by carrying out a simple survey to compare key indicators between different sectors.

Learning outcome
The learner will:
1.　understand the hospitality and catering industry
Underpinning knowledge
The learner can:
1.1　compare and contrast the **features** of **establishments** in hospitality and catering
1.2　assess the impact of **key influences** on the industry
1.3　describe the terms 'hospitality' and 'catering'
1.4　identify the **structure**, **scope** and **size** of the hospitality and catering industry
1.5　describe the **key influences** on the development of the hospitality and catering industry
1.6　explain the **differences** between types of **operations**
1.7　explain the different **features** of the commercial and service **sectors**
1.8　explain the **importance** of the industry to the national economy.

Range
Features

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Opening times, menu, pricing, staffing, layout, design, location

Establishments

Commercial: hotels, lodges and guest houses, restaurants, cafés and fast food outlets, travel and leisure outlets, such as trains, airlines, cruises and coaches, tourism and recreation outlets such as museums, historic buildings, theme parks, visitor attractions and event management.

Public service sector: hospitals and residential homes, contract catering services (industrial catering, college refectory, school meals and prison services)

Key influences

Social trends, cultural, consumer spending, inflation, regulation, legislation, tourism, culinary achievers, media

Structure

Sector, operations, establishment

Scope

Regional, national, multi national, international, global, SME, partnership, independent, franchise, limited companies, PLC

Size

Workforce, number of establishments, total turnover

Differences

Hospitality (accommodation, service, food and drink), Catering (service, food and drink), commercial and public services sector (staffing, pricing policies, opening times, incidence of demand)

Learning outcome
The learner will:
2. understand the national and international employment opportunities available in the hospitality and catering industry
Underpinning knowledge
The learner can:
2.1 outline the **main job roles** available within the hospitality and catering **industry**
2.2 explain the **differences in staff roles and conditions** in the hospitality and catering **industry** including **legal requirements**
2.3 describe the **main job roles** in a catering establishment
2.4 describe the **differences in staff roles and conditions** in the different **sectors**
2.5 identify the **legal requirements** to work within the law
2.6 identify **sources of information** about the hospitality and catering **industry**

2.7	describe the **functions** of professional associations related to catering occupations and describe their functions in relation to national and international context.

Range

Main job roles

Operational staff (chef de cuisine, commis chef, cook, wine waiter, waiter), supervisory staff (chef de partie, head waiter) management (head cook, head chef, restaurant manager, bar manager, catering manager)

Industry

National and international

Differences in staff roles and conditions

Job titles, level of responsibility, level of authority, qualifications, progression opportunities, working conditions, uniforms, pay scales, working hours

Legal requirements

Age restrictions, qualifications, health check, visa (if required), work permits

Sectors

Commercial, public service

Sources of Information

Local guides and hand books, use of internet and websites, publicity brochures, local tourist information centres and libraries, local job centres, staff recruitment agencies, professional magazines and local/regional newspapers

Functions

Promoting the industry, providing members with information, providing professional membership, providing competitions, providing demonstrations of excellence, providing advocacy for the profession

Unit 201   Investigate the catering and hospitality industry

Supporting information

Guidance

This unit should be delivered in two parts. It should encompass knowledge of the hospitality and catering sector highlighting its importance to the national economy and reviewing the career opportunities available nationally and internationally in the hospitality and catering industry.

When candidates are comparing differing operations in depth covering commercial and public sectors, they should be given opportunities to work independently and develop investigative skills.

If candidates have already completed the Level 1 Professional Cookery Qualification they may already be familiar with various job roles carried out by staff in the industry at a local level. It is therefore important that the teaching of this unit aims to broaden the coverage to include hospitality and catering operations at national and international level. The focus will also be on the depth of learning which should encompass comparisons of different types of catering operations, menus, prices and assessment of the impact of key influencers on the industry.

The teaching will benefit from educational visits to a variety of catering establishments. This will enable the candidates to explore the salient features of each operation such as location, design, layout, menus, pricing and opening times. It will allow comparison of an operation from the public services sector to one in the commercial sector. Formal lectures should be kept to a minimum, but organised interactive sessions with the candidates to explore information from their work experiences will be beneficial. The teaching of this unit must be aimed at the candidates' learning needs and provide a national and an international context of the hospitality and catering industry.

Useful information could also be gathered during these visits for use in unit 205.

It would be useful to develop links with national and international companies. They can offer assistance in providing relevant information to candidates. Speakers from national companies who may have business overseas or speakers from international companies having their operations based in the UK will provide candidates with an inside perspective of their operations.

The staff roles and conditions in different sectors can be covered alongside the comparative study being done by candidates for the first part of this

unit. The career opportunities could be covered by assisting candidates to explore their future goals and aspirations to succeed in the hospitality industry. Candidates could attend career seminars and presentations organised nationally to collate information about the careers available and job market. There are CD ROMs and videos available from national and international companies on careers in the hospitality and catering industry which candidates should be able to access. This learning resource may also motivate and stimulate candidates to learn. Where possible the teaching of this unit should be integrated with other units and this unit has a strong link with Unit 206 Applying Workplace Skills. In particular, Outcome 3 Prepare for a job application and Outcome 4 Produce a plan to develop skills.

Unit 202   Food safety in catering

UAN:	H/502/0132
Level:	2
Credit value:	1
GLH:	9
Relationship to NOS:	This unit has potential links to the NVQ Diploma in Hospitality units 203 (2GEN3) and 204 (2GEN 4)
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	The aim of this unit is to provide candidates with knowledge of the parameters of basic food safety practices as relevant to the catering industry. Achievement of the unit at Level 2 will enable learners to identify how to make changes to catering practices in order to improve the safety of the catering service as a whole. This unit provides candidates with a range of food safety skills directly relevant to the catering and hospitality industry.

Learning outcome
The learner will:
1.   understand how individuals can take personal responsibility for food safety
Underpinning knowledge
The learner can:
1.1   outline the importance of food safety procedures, risk assessment, safe food handling and behaviour
1.2   describe how to report **food safety hazards**
1.3   outline the **legal responsibilities** of food handlers and food business operators.

Range
Importance
Potential to harm people (customers, colleagues, any other people), legislative requirements (personal responsibilities), risk to business (legal action, reputation), risk to self (legal action)

Food safety procedures

Receiving deliveries (farm to fork), storage, preparation, holding of prepared food, sickness procedures (reporting), accident reporting, difference between detergents, disinfectants, sanitisers, sterilisation

Risk assessment

Recognition of the likelihood of a hazard occurring

Safe food handling

Use of 'best practice' in the handling of food, to ensure the production of safe food

Behaviour

Behaviours relating to working with food – good level of personal hygiene; effect of poor personal hygiene on risk in food preparation (washing hands after coughing, sneezing, touching face, nose blowing, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks); taking care over food; awareness of and reporting of unacceptable behaviours

Food safety hazards

Physical, biological, chemical, allergenic

Legal responsibilities

Food handlers – personal hygiene; illness (reporting, appropriate time away from food – 48 hours after last symptoms); understanding of food poisoning (anything which when ingested will cause harm); understanding of food hygiene (steps taken to prevent food poisoning).

Food business operators – appropriate food hygiene practices; requirement of food businesses to be registered with local authorities; compliance with EHO

Learning outcome
The learner will:
2. understand the importance of keeping him/herself clean and hygienic
Underpinning knowledge
The learner can:
2.1 explain the **importance of personal hygiene** in food safety including its role in reducing the risk of contamination
2.2 describe effective personal hygiene practices, for example, **protective clothing, hand washing, personal illnesses, cuts and wounds**.

Range
Importance of personal hygiene

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

Protective clothing – use of appropriate clothing (own clothing not to be used in the food environment, work clothing not to be worn out of workplace, no external pockets, durable, fit for purpose, easy to clean, should cover all outdoor clothing, appropriate use of gloves, hair nets, light coloured clothing), not wearing jewellery, substances that can taint food (strong perfume, aftershave, deodorant, nail varnish), aware of appropriate behaviour in a food environments, short, clean nails, no nail biting, no smoking in the food environment, no smoking in work clothing, appropriate practice when dealing with contact dermatitis

Hand washing

Transmission of bacteria, correct hand washing procedures and equipment (soap, water, drying facilities, brushes); importance of hand washing after handling of raw food; separate sink for hand washing

Personal illnesses

Reporting of illnesses (diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upsets, suspected food poisoning); reporting close/prolonged contact with persons with the above symptoms, eg family members, friends

Cuts and wounds

Reporting cuts and wounds; understanding the difference between septic cuts and wounds and uninfected cuts and wounds; appropriate use of detectible waterproof dressings (eg blue plasters)

Learning outcome
The learner will:
3. understand the importance of keeping the work areas clean and hygienic
Underpinning knowledge
The learner can:
3.1 explain how to keep the **work area and equipment** clean and tidy to include **cleaning and disinfection methods**, **safe use and storage of cleaning chemicals and materials**, and **waste disposal**
3.2 state **how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning**
3.3 outline the **importance of pest contro**l.

Range
Work area and equipment
Food handling area and all equipment associated with it, hand touch points (eg door handles), food preparation surfaces

Cleaning and disinfection methods

Work area – clean as you go; low risk and high risk areas in food preparation environments; work surfaces; correct cleaning procedures to prevent contamination; 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 water above 82ºC); single-use cloths or colour-coded cloths.

Equipment – cleaning in place (static equipment eg beer lines, ice machines, dishwashers), move out and clean behind equipment which is easy to take apart

Safe use and storage of cleaning chemicals and materials and waste disposal

Chemicals – COSHH; lockable storage away from foods (restricted access); storage in original containers; labelling; dilution; mixing of chemicals; manufacturers' instructions; personal protective clothing (PPE); avoiding chemical contamination/cross-contamination (eg over-spray); appropriate cleaning and disposal of chemical spillages; safety data sheets.

Materials – appropriate storage areas away from food; avoiding prolonged soaking of materials; single use and colour-coded cloths.

Waste disposal – regular disposal; no over-night storage; use of bin bags; waste containers kept clean and in good condition; clean as you go; separating food and general waste eg glass policy; external waste storage (covered waste container, impervious surface, away from direct sunlight, kept clean and tidy to avoid odours and so as not to attract pests)

How work flow, work surfaces and equipment can reduce contamination risks and aid cleaning

Work flow – clear separation between low and high risk areas (dirty areas, eg storage and food preparation and cooking areas, clean areas, eg final preparation and service areas); good visibility.

Work surfaces – smooth; impervious; non tainting; easily cleaned; no crevasses; resistant to corrosion; fit for purpose (eg for commercial use).

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

Importance of pest control

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.

Pests – rodents; cockroaches; insects; stored products insects; domestic pets; birds; wild cats.

Signs of pest infestation – droppings; smell; smear marks; pupae/egg cases; larvae; damaged/gnawed packaging and food spillages; infrastructure holes

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Learning outcome

The learner will:

4. understand the importance of keeping food safe

Underpinning knowledge

The learner can:

4.1 state the **sources and risks to food safety** from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards

4.2 explain **how to deal with food spoilage** including recognition, reporting and disposal

4.3 describe **safe food handling practices and procedures** for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food

4.4 explain the **importance of temperature controls** when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food

4.5 describe **stock control procedures** including deliveries, storage, date marking and stock rotation.

Range

Sources and risks to food safety

High risk groups – pregnant, young, old, sick (those with a weakened immune system).

Microbial – pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli); food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria); spoilage organisms (moulds, yeasts); harmless organisms; viruses; toxins.

Chemical – cleaning chemicals/materials; pesticides (eg rodenticides, insecticides).

Physical – mercury; plasters; equipment (nuts, bolts); bits of clothing or personal protective clothing (PPE); flaking paint; glass.

Allergenic – nuts; wheat; dairy; gluten; fish/shellfish; plants/fungi; green sprouting potatoes; celery; cereals containing gluten; crustaceans; eggs; fish; lupin; milk; molluscs; mustard; nuts; peanuts; sesame seeds; soya; sulphur dioxide and any other potentially allergic food stuff/substance.

How to deal with food spoilage

Recognition – visual (mould, colour); smell; texture.

Reporting – to supervisor/line manager.

Disposal – clearly labelled ('Not for human consumption'); separated from general waste; disposed of away from food storage areas/kitchen

Safe food handling practices and procedures/importance of temperature controls

To meet 'due diligence' criteria; EHO requirements.

Temperatures checked with a clean, sanitised probe; temperature logs for fridges and freezers and serving cabinets.

Danger zone for food = 5ºC – 63ºC, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible.

Preparing – defrosting at bottom of fridge overnight, or in thawing cabinet (best practice); core temperature not to go above 8ºC; held outside of correct storage temperature for as little time as possible.

Cooking – cooked to 63ºC or higher unless this is detrimental to the quality of the food; cooking to appropriate temperature to kill spores.

Chilling – food must be chilled below 8ºC within 90 minutes of cooking to avoid multiplication of bacteria (danger zone).

Reheating – best practice is to reheat above 75ºC core temp for two minutes, reheat once only; best practice in Scotland is reheat above 82ºC core temp for two minutes, reheat once only.

Holding – correct temperature (core temp of 8ºC or lower for cold food, 63ºC or higher for hot food).

Serving – served at appropriate temperature (cold = below 8ºC, hot = above 63ºC).

Transporting – transported in vehicle specifically designed for the purpose, and at the correct temperature (ie whether for frozen, chilled, cold or hot)

Stock control procedures

Deliveries – food should be probed for correct temperature at point of delivery, food should be stored within 15 minutes of receipt, checked against delivery note, check of use by/sell by dates, check of quality.

Storage – labelling (ie clarity of what commodity is), off floor, suitable dry conditions, pest proof, raw food stored separately (eg in separate fridges, or at the bottom of a fridge also containing cooked food to avoid drip contamination), correct temperature (best practice is to set fridges between 1ºC and 5ºC to ensure 8ºC core temperature for chilled; -18ºC core temp for frozen), dry goods may be stored at ambient temperature.

Date marking – labelling (ie storage date / use by date / best before date)

Stock rotation – effective stock rotation (FIFO – first in, first out)

Unit 202　　　　Food safety in catering
Supporting information

Guidance

The delivery of this unit should focus on current thinking with regards to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Candidates need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006.

In order to ensure that course content remains current it is essential that the qualification is delivered by subject specific assessors/trainers with up to date knowledge, who maintain continuous professional development (CPD).

Unit 203   Health and safety in catering and hospitality

UAN:	**H/500/8935**
Level:	2
Credit value:	3
GLH:	12
Relationship to NOS:	This unit has potential links to the NVQ Diploma in Hospitality unit 101 (1GEN1)
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	This unit will provide candidates with an understanding of the requirements and benefits of health and safety legislation. Health & safety at work issues have become increasingly important over the last few years and the catering and hospitality industry is no exception.

This unit will provide candidates with a basic level of understanding of the health & safety roles and responsibilities of individuals working in catering and hospitality and of the practical implementation of these responsibilities. Candidates will develop an understanding of the requirements and benefits of health and safety legislation and will gain an appreciation of the legal responsibilities involved in their own health & safety as well as the health & safety of other people including colleagues and customers. Candidates should be aware of the powers of enforcement officers and action available to them in the event of non-compliance. They also need to understand the potential benefit/cost of health and safety practices.

The unit is also concerned with common hazards and risks. The concept of a hazard and its associated risk is introduced and candidates then progress to identifying common hazards and associated risks and |

the steps involved in the risk assessment process.

The unit outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures. Candidates are also introduced to the functions of personal protective clothing (PPE) and the types of safety signs.

Learning outcome
The learner will:
1. understand the importance of health and safety in the catering and hospitality industry
Underpinning knowledge
The learner can:
1.1 identify the **groups** who have responsibilities in current legislation
1.2 identify the **legal responsibilities** of employers and employees
1.3 discuss the **power** of enforcement officers
1.4 identify the **action** available to the enforcement officers in the event of non-compliance
1.5 state **regulations** covering specific safety issues
1.6 identify **common causes** of ill health and accidents
1.7 list the **potential costs** of non-compliant health and safety practices
1.8 list the **potential benefits** of compliant health and safety practices.

Range
Groups
Employers, employees, people in control of work premises, self-employed, designers, manufacturers and suppliers, local authorities, health and safety executive, local authorities/councils (enforcement officers, environmental health officers, health and safety inspectors)
Legal responsibilities
Employers
Provide and maintain equipment and a workplace which is safe and healthy, deal with chemical substances safely, provide a health and safety policy statement.
Employees
Take care of their own health and safety at work, take care of the health and safety of others, co-operate with their employer
Power
Enter the premises at all reasonable times, investigate the premises, check, dismantle and remove equipment, collect a sample of food and

take photos, inspect the records, ask questions, seize and destroy articles

Action

Verbal or written advice, improvement notices, prohibition notices, prosecution resulting in unlimited fines or imprisonment for up to two years, or both

Regulations

Manual handling operations, personal protective equipment (PPE), fire precautions (workplace), provisions and use of work equipment, control of substances hazardous to health

Common causes

Occupational (chemicals and harmful substances), equipment, working methods such as lifting, carrying and handling

Environmental (lighting and ventilation, temperature, flooring (eg type, wet, damaged)

Human (carelessness, inexperience, lack of training, lack of attention)

Potential costs

Accidents, illnesses, stress, damaged reputation, increased sick leave and staff turnover, prosecution, fines, compensation claims, legal costs

Potential benefits

Reduction in accidents and ill-health, healthy, happy and motivated workers, enhanced reputation, increased productivity, improved profitability

Learning outcome
The learner will:
2. be able to identify hazards in the catering and hospitality workplace
Underpinning knowledge
The learner can:
2.1 list **causes** of slips, trips and falls in the workplace
2.2 state the steps to **minimise the risk** of slips, trips and falls
2.3 identify the main injuries from manual handling
2.4 state the **ways to reduce the risk of injury** from lifting, carrying and handling
2.5 identify the correct lifting procedure
2.6 identify ways machinery/equipment can cause injuries
2.7 list **control measures** to avoid accidents from machinery/equipment
2.8 state types of hazardous substances
2.9 list **control methods** for hazardous substances to prevent exposure and for protection of employees
2.10 indicate the main causes of fire and explosions
2.11 state how **elements** of the fire triangle can be used to extinguish a fire

2.12 identify **dangers** associated with electricity

2.13 identify the measures to prevent electricity dangers

2.14 state **methods** to deal with electrical dangers.

Range

Causes

Poor design/structure of building, poor signage, bad housekeeping standards, poor lighting or ventilation, dangerous working practices, distraction and lack of attention, working too quickly, ignoring rules, not wearing the correct PPE, physical/mental state

Minimise the risk

Improved and safe design of building, correct and clear/visible signage, good housekeeping standard , well lit and ventilated working areas, training staff in routine work practices, strict enforcement of rules, correct use of PPE at all times, in a physical/mental state ready for work

Main injuries from manual handling

Back/spinal injuries, muscular injuries, fractures, sprains, cuts and bruises

Ways to reduce the risk of injury

Assess the task (eg distance, weight, temperature), follow the correct procedure (minimise the distance, correct number of people, correct lifting/carrying equipment), reduce the load, if possible use correct PPE, check the environment is safe (eg flooring, lighting and temperature), adequate training in correct handling techniques

Correct lifting procedure

Planning and preparation (plan the lift and route, assess the weight, size and temperature of load), lift (correct posture, hold object close to body), move load (hold close, clear visibility and proceed carefully), lower load (check positioning)

Ways equipment can cause injuries

Entanglement/entrapment, impact (eg from falling equipment), contact, ejection, faulty equipment, inappropriate use of equipment

Control measures

Training in the use of equipment, personal protective equipment (PPE), Safe working procedures, report faults

Types of hazardous substances

Cleaning chemicals, cooking liquids, gases, gels and spirits

Control methods

Training in the use of hazardous substances, personal protective equipment (PPE), safe working procedures

Main causes of fire and explosions

Electricity, electrical fault, gas leak, build up of gas, smoking, hot liquid/substances, tools or equipment with a naked flame

Elements

Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat)

Dangers

Electric shock, burns, fire, death

Measures to prevent electricity dangers

Testing and maintenance of electrical equipment, use of qualified electricians, check cables and flex, use of correct fuses, circuit breakers, do not use faulty equipment

Methods

Raise the alarm, switch off power, if possible, call for help (first aid, emergency services), follow legal requirements

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Learning outcome

The learner will:

3.   understand how to control hazards in the workplace

Underpinning knowledge

The learner can:

3.1 define the term '**hazard**'

3.2 define the term '**risk**'

3.3 list the **steps** in the risk assessment process

3.4 identify the **benefits** of risk assessment

3.5 state the **control measures** to reduce risk

3.6 state the **reasons** for reporting accidents

3.7 explain the **legal requirement** for accident reporting

3.8 outline the **information** to be recorded in the accident book

3.9 state the functions of ppe

3.10 State the **employers' and employees' responsibilities** regarding provision use, care and maintenance of PPE

3.11 State how the **main types of safety signs** can be identified.

Range

Hazard

Anything having potential to cause harm

Risk

Likelihood of hazard causing actual harm

Level 2 Certificate in General/Professional Patisserie and Confectionery (7120-22-32)

Steps

Identify all hazards, identify who is at risk, evaluate risks, implement control measures, record the assessment, review

Benefits

Thorough evaluation of all significant hazards which prevent accidents and ill health, prioritise action which improves operational efficiency and financial savings, confidence in health and safety measures, legal compliance

Control measures

Remove or eliminate hazards, separate or isolate worker from hazards, develop and use safe systems of work, training, instruction and supervision of workers, provide personal protection to minimise risk

Reasons

Investigation to assess risks, analysis to determine the reasons, prevention to reduce risks

Legal requirements

Employee's responsibility (report all accidents to management), employer's responsibility (keeping records, maintaining accident book or report form, reporting certain accidents to HSE/local authority)

Information

Date, time, name, brief description of accident, witnesses, action taken by whom, result

The functions of PPE

Protect the individual and control health hazards (eg gloves to protect hands or goggles when using hazardous substances)

Employers' and employees' responsibilities

Employers' responsibility PPE (eg gloves when washing pots and pans, masks and goggles when cleaning stoves and ovens), staff changing and storage facilities.

Employees' responsibility, comply with the policy of wearing PPE when necessary, report any defects in the PPE to the employer)

Main types of safety signs

Prohibition signs – red (eg no mobile phones).

Fire fighting signs – red (eg fire hose reel).

Mandatory signs – blue (eg protective gloves must be worn).

Warning signs – yellow (eg caution – hot surface).

Hazard warning signs - yellow (eg corrosive).

Safe signs – green (eg First Aid)

Learning outcome

The learner will:
4. understand how to maintain a healthy and safe workplace
Underpinning knowledge
The learner can:
4.1 briefly describe the **sources of information** which can assist in developing health and safety systems in the workplace
4.2 identify the **features in the food preparation area** which will affect safe working practices
4.3 identify the **welfare facilities** required for the staff in catering and hospitality operations
4.4 define incident reporting
4.5 outline the **procedure to be followed** when an incident is reported
4.6 identify **situations** where emergency procedures must be followed
4.7 state the **emergency procedure** in the event of a serious accident/incident.identify **dangers** associated with electricity
4.8 identify the measures to prevent electricity dangers
4.9 state **methods** to deal with electrical dangers.

Range
Sources of information
Acts of Parliament (statutory regulations, European Union directives, Health and Safety Executive), local authorities/councils (enforcement officers, environmental health officers, health and safety inspectors)
Features in the food preparation area
Design, layout, space and workflow, structure (floors, stairs, doors and windows), services (ventilation, heating, air-conditioning, lighting), maintenance and housekeeping
Welfare facilities
Toilets, washing facilities, changing and PPE storage facilities, rest facilities, drinking water
Incident reporting
Reporting of verbal abuse, threats or assault which could lead to a serious hazardous situation
Procedure to be followed
The incident should be recorded, investigated, risk-assessed, control measures introduced, reviewed
Situations
Accident/incident resulting in serious injury or even death, fire, explosion
Emergency procedure

Move the casualty from danger zone (if possible), seek help from competent first aider, contact emergency services, seek medical assistance urgently

Unit 203   Health and safety in catering and hospitality

Supporting information

Guidance

It would be useful to deliver this unit in four parts. The first outcome would focus on the importance of health and safety in the catering and hospitality industry including the legal responsibilities of employers and employees. The candidates should be aware of the powers of enforcement officers and action available to them in the event of non-compliance. They also need to understand the potential benefit/cost of health and safety practices.

The second part of this unit would identify hazards in the workplace, ways to minimise the risks and procedures to deal with them such as slips, trips and falls; manual handling; machinery/equipment; hazardous substances; fires and explosions and finally, electricity. Tutors should highlight the fact that slips and trips are the main single cause of accidents in the hospitality and catering industry, accounting for 50% of all major accidents. The key messages for preventing slips accidents are;
•   See it Sort it – clean up all spills immediately
•   Slips and trips are not a laughing matter and can cause serious accidents.

The third outcome looks at the hazards and risk assessment in the workplace. The candidates also need to know the steps involved in the risk assessment process and its benefits. In addition, the candidates must be aware of accident procedures, the functions of PPE and the types of safety signs.

The final outcome is concerned with the awareness of maintaining a healthy and safe workplace and   the procedures for reporting accidents and emergencies.

The teaching could be supplemented by inviting visiting speakers such as Health and Safety Executives and local Environmental Health Officers to discuss 'real' cases and legal implications. Local Authorities and the Health and Safety Executive inspect catering premises to enforce health and safety legislation and can also provide advice on health and safety matters. The HSE have produced a number of Catering Information Sheets that can be downloaded free from the website:

Information Sheet No 6 (revised) Preventing slips and trips in kitchens and food service

Information Sheet No 24 Preventing back pain and other aches and pains to kitchen and food service staff.

Information Sheet No 17 (revision 2) Safety during emptying and cleaning of fat fryers

Information Sheet No 22 Safe use of cleaning chemicals in the hospitality industry

HSE Food Sheet No 17 Occupational dermatitis in the catering and food industries

Unit 204   Healthier foods and special diets

UAN:	K/500/8936
Level:	2
Credit value:	1
GLH:	7
Relationship to NOS:	This unit has potential links to the NVQ Diploma in Hospitality unit 296 (2PR17)
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	The aim of this unit is to enable the candidate to develop knowledge and understanding of the importance of good health and the principles of a balanced diet and to apply best practice in the preparation, cooking and serving of dishes, to ensure that changes in nutritional value are minimised. There is also an emphasis in this unit on special diets and their causes and effects on individuals. Best practice in the preparation, cooking and serving of special diets is encouraged whilst developing an awareness of the responsibility of food providers to inform customers of the content of products or dishes.

Learning outcome
The learner will:
1. understand the principle of balanced diets
Underpinning knowledge
The learner can:
1.1 outline current **government nutritional guidelines** for a healthy diet
1.2 state the **sources** of **essential nutrients**
1.3 describe the **impact** of diet on health
1.4 describe the **catering practices** that help maintain the nutritional value of food.

Range
Government nutritional guidelines These are subject to change, however, the following sources are currently available: British Nutrition Foundation, Department of Health, Ministry of Food and Fisheries, Food Standards Agency **Sources** Food items – Bread and other cereals, Fruit and vegetables, Dairy products, meat, fish, pulses, foods containing fat, foods containing sugar **Essential nutrients** Carbohydrates, starches, fibre, protein, fat (including fatty acids), vitamins A, B, C, D, E, folic acid, calcium, iron **Impact** Negative Heart disease, strokes, obesity, diabetes, malnutrition, tooth decay, high blood pressure Positive Lower cholesterol, reduce the risk of heart disease and obesity **Catering practices** Preparation (eg trimming fat); use of healthier cooking methods (eg use of alternatives to fats and oils, or cooking methods that do not require the use of fats and oils, such as, steaming instead of boiling to preserve vitamins, grilling instead of frying); service minimal holding times

Learning outcome
The learner will: 2. understand how to plan and provide special diets
Underpinning knowledge
The learner can: 2.1 outline the main features of **special diets** 2.2 describe the **impact** of special diets on health 2.3 describe **catering practices** to be considered when planning and providing meals for those on **special diets**.

Range
Special diets Vegetarian, vegan, religious/cultural (kosher, halal), medically related, allergies and intolerance, life stages (e.g. Children, expectant mothers, and elderly) **Impact** Negative Lack of nutrients, rickets, anaemia, insomnia, irritability, hair loss, poor appetite. Positive Lower cholesterol, reduced risk of heart disease and obesity. **Catering practices** Interpreting information on labels, adjusting menus and recipes, substitution of ingredients, separation of food items and equipment, clear labelling of food, communication with staff and customers, providing a balanced healthy diet.

Unit 204   Healthier foods and special diets
Supporting information

Guidance

Candidates working towards this unit at Level 2 are likely to have some knowledge about the importance of healthy eating. They will be familiar with the importance and functions of various nutrients, food groups and sources of nutrients. The teaching of this unit is to broaden the coverage including the importance of good health and the features of balanced and special diets. The focus will also be on the depth of learning to encompass the changes in nutrient value of food resulting from different cooking methods.

This unit should be delivered in two parts.

The emphasis of the first outcome should be on developing an understanding of the importance of good health and the principles of a balanced diet. In addition, candidates should develop an awareness of the sources of various nutrients and their importance in planning balanced diets and the nutritional needs of various groups of people. The impact of food preparation, cooking and service on the different nutrients of food should also be highlighted to candidates.

The focus of the second outcome should be on understanding the various types of special diet, their causes and effects and the main features of each. Candidates should also be made aware of the best practices in the preparation, cooking and service of special diets.

It would be useful to develop links with the British Nutrition Foundation and Food Standards Agency. They can offer assistance in providing current and relevant information to candidates. The lectures could be supplemented with speakers, such as dieticians from the Health Services.

Unit 205   Catering operations, costs and menu planning

UAN:	**A/601/2130**
Level:	2
Credit value:	6
GLH:	40
Relationship to NOS:	This unit has potential links to the NVQ Certificate/Diploma in Hospitality, units 104 (1GEN4), 202 (2GEN 2), 203 (2GEN3), 204 (2GEN4)
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	The aim of this unit is to enable the candidate to develop the knowledge and understanding to apply the personal skills required within the workplace in the hospitality and catering industry. A high level of interpersonal skills is demanded of those working in this industry which must be maintained when working under pressure. In this unit candidates will explore what is an acceptable personal image and the types of behaviours associated with professionalism in the industry. They will practise communication and team working.

Learning outcome
The learner will:
1.   understand the organisation of kitchens
Underpinning knowledge
The learner can:
1.1 describe the structure of a 'partie system'
1.2 identify **current trends** in food production operations
1.3 explain the **importance of kitchen layout** to promote good work flow in relation to **food production systems**
1.4 describe the importance of correct work flow in catering operations
1.5 outline the **staffing hierarchy** in a traditional kitchen
1.6 describe the **responsibilities of specific job roles** in a traditional kitchen organisation
1.7 state the **reasons for good working relationships** within the kitchen and food service department.

Range
Current trends
Technological changes, social changes, speed of service, food technology developments.
Importance of kitchen layout
To comply with legislation (health and safety, food safety), efficiency (time and motion).
Food production systems
Fast food production system, á la carte menu partie system, self service counter system.
Importance of correct work flow
To establish communication between departments, to improve efficiency, better quality of finished products, reduce risk of accidents, to promote good health and safety and food safety practice, to provide a better service to the customer.
Catering operations
Hotels, restaurants, hospitals, industrial catering, school meals.
Staffing hierarchy
Head chef, sous chef, chef de partie, commis chef.
Responsibilities of specific job roles
Chef de partie & commis chef (responsible for setting tasks in accordance with standard operating procedures); sous chef (supervision of staff and tasks, supervision of food safety and health and safety practices, quality control, deputising in the absence of the head chef); head chef (management of staff, implementation of food safety and health and safety legislation and practices, menu planning, costing, ordering stock, staff rota, staff training).
Reasons for good working relationships
To improve efficiency of the operation, to contribute to high morale of staff, to develop good communication, to improve productivity of staff, to aim for a consistently high quality of food products, to provide a better service to the customer.

Learning outcome
The learner will:
2.   be able to plan and prepare menus for catering operations
Underpinning knowledge
The learner can:
2.1 describe menus for different types of **meal occasion**
2.2 interpret menus for food production

2.3	explain the **importance of the menu** for food production and food service
2.4	discuss the **factors to be considered** in the planning of menus
2.5	identify the **technical terminology** used in menu planning

Range
Meal occasion
Afternoon tea, table d'hôte, à la carte, dessert menus, function menus, speciality menus, ethnic menus, traditional menus, lunch/dinner menus.
Importance of the menu
Means of communication between the customer and a caterer, planning tool (a blueprint for a catering organisation), legal requirement to inform customers about pricing and various inclusions such as VAT and service charge.
Factors to be considered
Type of customers, price being charged, availability of food commodities, equipment available, staff availability, space available, type of organisation, season.
Technical terminology
Table d' hôte, à la carte, hors d'oeuvres, potage, entrée, releve, fromage, farinaceous

Learning outcome
The learner will:
3.   be able to plan and prepare menus for catering operations
Practical skills
The learner can:
3.1 calculate costs and quantities relevant to simple activities in **catering operations**
3.2 display the **basic numeracy skills** using calculator and manual methods based on metric measurements
3.3 calculate percentages to achieve a set gross profit
Underpinning knowledge
The learner can:
3.4 explain the **importance of food costs** within **catering operations**
3.5 describe the **factors which must be monitored** to control food costs and profit.

Range
Catering operations
Hotels, restaurants, hospitals, industrial catering, school meals
Basic numeracy skills

Addition, subtraction, multiplication, division

Importance of food costs
Maintain gross profit percentage, achieve the set net profit required

Factors which must be monitored
Sourcing and purchasing food commodities, quality of food commodities, control of food commodities, accurate weighing and measuring, preparation and cooking losses, wastage control

Learning outcome
The learner will:
4.   be able to plan and prepare menus for catering operations
Practical skills
The learner can:
4.1 calculate the food cost of dishes and determine the food cost per portion of dishes
4.2 determine the selling price of different **types of dish and menu** at specific percentages of gross and net profit
Underpinning knowledge
The learner can:
4.3 describe the **elements of cost** associated with **catering operations**
4.4 explain the terms 'gross profit' and 'net profit'
4.5 discuss **factors to be considered** to ensure that the agreed net profit is achieved

Range
Types of dish
Starters and soups, meat and poultry dishes, egg and fish dishes, pasta and vegetable dishes, desserts and savoury dishes
Types of menus
Breakfast, lunch, afternoon tea, dinner
Elements of cost
Food, labour, overheads (gas, electricity, rates, servicing, advertising)
Catering operations
Hotels, restaurants, hospitals, industrial catering, school meals
Factors to be considered
Food costs (purchasing, storage, preparation, cooking and service), labour costs (direct and indirect), overhead costs (services, maintenance, repairs and sundry expenses)

Level 2 Certificate in General/Professional Patisserie and Confectionery (7120-22-32)

Unit 205   Catering operations, costs and menu planning

Supporting information

Guidance

The unit has three main sections: catering operations, menu planning and costing.

The unit also links with Unit 206 Level 2 Applying workplace skills.

Outcome 1 looks at the organisational structure of kitchens and the future trends in food production operations. Educational visits for candidates to a variety of catering operations such as hotels, restaurants, fast food operations, hospitals, industrial catering operations are strongly recommended. The emphasis on these visits should be to review kitchen layouts, staffing structures and food production systems. Activities such as designing a food production unit for a specific catering sector would embed the knowledge and highlight the importance of good working relationships between the team members. A practical exercise to predict the future trends in food production operations would be an ideal opportunity to encourage individuals to develop logical, analytical and creative skills. Aspects of the learning for this unit could be integrated with Unit 201 Investigate the catering and hospitality industry.

During educational visits candidates should also gather information on menu planning as covered in Outcome 2. The teaching of menu planning should be related to practical work in the food preparation area.

Outcomes 3 and 4 focus on the calculation of costs and percentages to determine gross profit, net profit and selling price of dishes.

Formal lectures should be kept to a minimum and use made of candidates' participation in class discussions, independent learning activities, case studies and projects.

Unit 206　　Applying workplace skills

UAN:	T/500/8938
Level:	2
Credit value:	3
GLH:	25
Relationship to NOS:	This unit has potential links to the NVQ Diploma in Hospitality units 104 (1GEN4), 201 (2GEN1)
Endorsement by a sector or regulatory body:	This unit has potential links to the NVQ Diploma in Hospitality units 104 (1GEN4), 201 (2GEN1)
Aim:	The aim of this unit is to enable the candidate to develop the knowledge and understanding to apply the personal skills required within the workplace in the hospitality and catering industry. A high level of interpersonal skills is required of those working in this industry which must be maintained when working under pressure. In this unit candidates will explore what is an acceptable personal image and the types of behaviours associated with professionalism in the industry. They will practise communication and team working.

Learning outcome
The learner will:
1.　be able to maintain personal presentation
Practical skills
The learner can:
1.1　maintain a professional personal appearance
1.2　demonstrate a positive and professional approach in their working conditions.
Underpinning knowledge
1.3　explain what is considered to be **professional presentation** of one's self
1.4　describe the **reasons** for maintaining professional presentation and the **effect this has on the organisation**
1.5　explain the **skills** required to maintain the work area.

Range
Professional presentation
Appearance (dressing appropriately to the job role, personal grooming); behaviour (conduct, attitude, initiative, standards, punctuality, dependability; skills (organising, communication, time management).
Reasons
To present a professional image, to demonstrate personal pride, to develop confidence, to allow identification, to give status, to promote health and safety and comply with food hygiene legislation, branding, to meet job requirements, to act as a role model to others.
Effect this has on the organisation
Customer satisfaction, repeat business, staff morale, staff satisfaction, improved profit, reputation.
Skills
Forecasting, planning, organising, coordinating, controlling (stock, equipment, hygiene) cleaning and tidying.

Learning outcome
The learner will:
2. be able to maintain personal presentation
Practical skills
The learner can:
2.1 demonstrate a positive attitude and behaviour with customers and colleagues
2.2 demonstrate use of correct procedures and good practice in dealing with customers and colleagues
2.3 communicate effectively to **identify** and provide support to customers and colleagues to **solve problems** should they arise
2.4 demonstrate working with others to achieve targets.
Underpinning knowledge
2.5 describe the **skills** required to work effectively with customers and colleagues to provide a quality service or product
2.6 describe how to **identify** and **solve customer and colleague problems** and complaints should they arise
2.7 list the **key stages** in working to meet team targets.

Range
Identify
Customer problems: (identify signs of customer dissatisfaction (prompting, plate waste, body language, verbal complaint, customer comment card) follow company guidelines).
Colleagues problems: (body language, silence, conflict)

Solve customer and colleague problems

Customer (offering replacements, offering alternative, a gesture of goodwill), colleagues (open discussion, ask someone to mediate)

Skills

Co-operation, communication, observing, anticipating needs of customers and colleagues, complaint handling

Key stages

Individual targets, work plans, disseminating information, seeking guidance, measurement, corrective action, evaluation, final outcome, records

Learning outcome
The learner will:
3.   be able to prepare for a job application
Practical skills
The learner can:
3.1 produce a Curriculum Vitae and covering letter
3.2 demonstrate a variety of **interview skills.**
Underpinning knowledge
3.3 state the purpose of a Curriculum Vitae and the **information** to be included
3.4 explain the purpose of a covering letter and its importance
3.5 state the **importance of professional presentation and quality of content** of theCurriculum vitae and covering letter
3.6 list the **preparations** that should be made for an interview
3.7 explain the **importance of evaluating** an interview.

Range
Interview skills
Time management, responding to questioning, skills assessment, self analysis, communication skills.
Information
Personal details, contact details, qualifications, work experience, membership of associations, personal skills, referees.
Importance of professional presentation and quality of content
First impression, use of vocabulary, spelling, layout, punctuation, appropriateness of information.
Preparations

Personal appearance, records, documentation, research about the job, planning the journey, planning time, planning questions, practise techniques (role play).

Importance of evaluating

Learning from experience, identifying what could be improved, identifying what went well, requesting feedback to support development.

Learning outcome
The learner will:
4. be able to produce a plan to develop skills
Practical skills
The learner can:
4.1 evaluate current skills against job aims
4.2 identify an opportunity to develop a skill
4.3 set and work towards a target
4.4 keep a record of skills development.
Underpinning knowledge
4.5 describe the **purpose of a personal development plan**
4.6 describe **how development plans are produced**
4.7 explain the **importance of feedback**.

Range
Purpose of a personal development plan
Targets (long and short term), records, timescales, motivational.
How development plans are produced
Using self evaluation, feedback from line manager and colleagues, reviews.
Importance of feedback
To evaluate performance, to improve own performance.

Unit 206   Applying workplace skills
Supporting information

Guidance

This unit should be delivered in two parts. It should encompass knowledge of the hospitality and catering sector highlighting its importance to the national economy and reviewing the career opportunities available nationally and internationally in the hospitality and catering industry.

When candidates are comparing differing operations in depth covering commercial and public sectors, they should be given opportunities to work independently and develop investigative skills.

If candidates have already completed the Level 1 Professional Cookery Qualification they may already be familiar with various job roles carried out by staff in the industry at a local level. It is therefore important that the teaching of this unit aims to broaden the coverage to include hospitality and catering operations at national and international level. The focus will also be on the depth of learning which should encompass comparisons of different types of catering operations, menus, prices and assessment of the impact of key influencers on the industry.

The teaching will benefit from educational visits to a variety of catering establishments. This will enable the candidates to explore the salient features of each operation such as location, design, layout, menus, pricing and opening times. It will allow comparison of an operation from the public services sector to one in the commercial sector. Formal lectures should be kept to a minimum, but organised interactive sessions with the candidates to explore information from their work experiences will be beneficial. The teaching of this unit must be aimed at the candidates' learning needs and provide a national and an international context of the hospitality and catering industry.

Useful information could also be gathered during these visits for use in unit 205.

It would be useful to develop links with national and international companies. They can offer assistance in providing relevant information to candidates. Speakers from national companies who may have business overseas or speakers from international companies having their operations based in the UK will provide candidates with an inside perspective of their operations.

The staff roles and conditions in different sectors can be covered alongside the comparative study being done by candidates for the first part of this unit. The career opportunities could be covered by assisting candidates to

explore their future goals and aspirations to succeed in the hospitality industry. Candidates could attend career seminars and presentations organised nationally to collate information about the careers available and job market. There are CD ROMs and videos available from national and international companies on careers in the hospitality and catering industry which candidates should be able to access. This learning resource may also motivate and stimulate candidates to learn. Where possible the teaching of this unit should be integrated with other units and this unit has a strong link with Unit 206 Applying Workplace Skills. In particular, Outcome 3 Prepare for a job application and Outcome 4 Produce a plan to develop skills.

Unit 213　　Produce hot and cold desserts and puddings

UAN:	**L/601/6506**
Level:	2
Credit value:	3
GLH:	24
Relationship to NOS:	This unit has potential links to the NVQ Diploma in Hospitality unit 249 (2FPC14)
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	This unit covers the preparation, cooking and finishing of hot and cold desserts and puddings for service in restaurants and to paying customers.

Learning outcome
The learner will:
1.　understand the hospitality and catering industry
Practical skills
The learner can:
1.1　prepare and cook **cold desserts** using correct equipment
1.2　apply **quality points to each stage** of the process
1.3　demonstrate **safe and hygienic practices**.
Underpinning knowledge
1.4　identify different types of **cold dessert**
1.5　identify **quality points of ingredients** for **cold desserts**.
1.6　state how to adjust the quantity of ingredients to give the correct portion yield from **cold desserts**
1.7　describe **preparation and cooking methods** for **cold desserts**.

Range
Cold desserts
Gelatine-based desserts, crème renversée (egg based), mousses, rice desserts, fruit-based desserts, ice cream based, meringue-based, convenience products.
Quality points of ingredients
Texture, temperature, colour, consistency, freshness, flavour.

Quality points to each stage

Cooking (appearance, taste, texture, consistency, aroma, portion control, temperature control), flavour.

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Preparation methods

Weighing/measuring , creaming, piping, lining (moulds), addition of colour/flavour, folding, moulding, mixing, aeration, slicing, portioning, chilling, combining, puréeing.

Cooking methods

Boiling/poaching, stewing, baking, steaming, combination cooking, frying, au bain-marie.

Learning outcome
The learner will:
2. be able to finish cold desserts
Assessment criteria
The learner can:
2.1 Finish and present cold desserts using correct **equipment**
2.2 Check the finished product meets dish requirements.
Underpinning knowledge
2.3 describe the **quality points** when finishing cold desserts
2.4 describe **finishing and decorating techniques**
2.5 identify **sauces, creams and coulis** that may be served with cold desserts
2.6 identify correct **holding and storage procedures** for finished products
2.7 identify ingredients in cold desserts that may cause allergic reactions.

Range
Equipment
Ovens, salamander, deep fat fryer, crêpe pans, steamer, small kitchen equipment, refrigerator, freezer, ice cream machine
Quality points
Finishing (appearance, taste, texture, portion control, decoration)
Finishing and decorating techniques
Piping, piped motifs, run outs, cigarettes, cut outs, moulding, chocolate transfer sheets

Sauces, creams and coulis
Crème anglaise, fruit coulis, cooked fruit sauces, chocolate, flavoured syrups
Holding and storage procedures
Temperatures, date, labelling, covered, position, stock rotation

Learning outcome
The learner will:
3. be able to finish cold desserts
Assessment criteria
The learner can:
3.1 prepare and cook **hot desserts and puddings** using correct **equipment**
3.2 apply **quality points to each stage** of the process
3.3 demonstrate safe and hygienic practices
Underpinning knowledge
3.4 identify different types of **hot desserts and puddings**
3.5 identify **quality points of ingredients** for hot desserts and puddings
3.6 state how to adjust the quantity of ingredients to give the correct portion yield from hot desserts and puddings
3.7 describe **preparation and cooking methods** for hot desserts and puddings

Range
Hot desserts and puddings
Batter based including beignets, soufflés, sponge based, milk puddings, crème renversée (egg based), cereal, suet paste based, fruit based, crêpes.
Equipment
Ovens, salamander, deep fat fryer, crepe pans, steamer, small kitchen equipment, refrigerator, freezer.
Quality points to each stage
Finishing (appearance, taste, texture, portion control, decoration.
Safe and hygienic practices
Clean as you go, organisational standards, legislation.
Quality points of ingredients
Texture, temperature, colour, consistency, freshness, flavour.
Preparation methods

Weighing/measuring , creaming, piping, lining (moulds), addition of colour/flavour, folding, moulding, mixing, aeration, slicing, portioning, chilling, combining, puréeing.

Cooking methods

Boiling/poaching, stewing, baking, steaming, combination cooking, frying, au bain-marie.

Learning outcome
The learner will:
4. be able to finish cold desserts
Assessment criteria
The learner can:
4.1 finish and present cold desserts using correct **equipment**
4.2 check the finished product meets dish requirements.
Underpinning knowledge
4.3 describe the **quality points** when finishing cold desserts
4.4 describe **finishing and decorating techniques**
4.5 identify **sauces, creams and coulis** that may be served with cold desserts
4.6 identify correct **holding and storage procedures** for finished products
4.7 identify ingredients in cold desserts that may cause allergic reactions.

Range
Equipment
Ovens, salamander, deep fat fryer, crêpe pans, steamer, small kitchen equipment, refrigerator, freezer, ice cream machine
Quality points
Finishing (appearance, taste, texture, portion control, decoration)
Finishing and decorating techniques
Piping, piped motifs, run outs, cigarettes, cut outs, moulding, chocolate transfer sheets
Sauces, creams and coulis
Crème anglaise, fruit coulis, cooked fruit sauces, chocolate, flavoured syrups
Holding and storage procedures
Temperatures, date, labelling, covered, position, stock rotation

Unit 213　　　Produce hot and cold desserts and puddings

Supporting information

Guidance

This unit should be delivered in two parts. It should encompass knowledge of the hospitality and catering sector highlighting its importance to the national economy and reviewing the career opportunities available nationally and internationally in the hospitality and catering industry.

When candidates are comparing differing operations in depth covering commercial and public sectors, they should be given opportunities to work independently and develop investigative skills.

If candidates have already completed the Level 1 Professional Cookery Qualification they may already be familiar with various job roles carried out by staff in the industry at a local level. It is therefore important that the teaching of this unit aims to broaden the coverage to include hospitality and catering operations at national and international level. The focus will also be on the depth of learning which should encompass comparisons of different types of catering operations, menus, prices and assessment of the impact of key influencers on the industry.

The teaching will benefit from educational visits to a variety of catering establishments. This will enable the candidates to explore the salient features of each operation such as location, design, layout, menus, pricing and opening times. It will allow comparison of an operation from the public services sector to one in the commercial sector. Formal lectures should be kept to a minimum, but organised interactive sessions with the candidates to explore information from their work experiences will be beneficial. The teaching of this unit must be aimed at the candidates' learning needs and provide a national and an international context of the hospitality and catering industry.

Useful information could also be gathered during these visits for use in unit 205.

It would be useful to develop links with national and international companies. They can offer assistance in providing relevant information to candidates. Speakers from national companies who may have business overseas or speakers from international companies having their operations based in the UK will provide candidates with an inside perspective of their operations.

The staff roles and conditions in different sectors can be covered alongside the comparative study being done by candidates for the first part of this

unit. The career opportunities could be covered by assisting candidates to explore their future goals and aspirations to succeed in the hospitality industry. Candidates could attend career seminars and presentations organised nationally to collate information about the careers available and job market. There are CD ROMs and videos available from national and international companies on careers in the hospitality and catering industry which candidates should be able to access. This learning resource may also motivate and stimulate candidates to learn. Where possible the teaching of this unit should be integrated with other units and this unit has a strong link with Unit 206 Applying Workplace Skills. In particular, Outcome 3 Prepare for a job application and Outcome 4 Produce a plan to develop skills.

Unit 214　　　　Produce paste products

UAN:	Y/601/6508
Level:	2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit has potential links to the NVQ Diploma in Hospitality units 244 (2FPC9), 245 (2FPC10), 246 (2FPC11)
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service in restaurants and to paying customers.

Learning outcome
The learner will:
1.　be able to prepare and cook paste products
Practical skills
The learner can:
1.1　use correct tools and equipment to prepare and cook **paste product**s, including
a.　short
b.　sweet
c.　puff
d.　choux
1.2　demonstrate **safe and hygienic practices**.
Underpinning knowledge
1.3　identify different types of paste product
1.4　identify the quality points of the main ingredients
1.5　state the **uses for paste products**
1.6　state how to adjust the quantity of ingredients to give the correct portion yield from paste products
1.7　describe the **preparation and cooking methods** for paste products.

Range
Paste products
Short: pasties, savoury flans.
Sweet: fruit tarts, flans, barquettes
Puff: paste and convenience puff paste, vol au vents, Eccles cakes, sausage rolls.
Choux: profiteroles and éclairs
Uses for paste products
Pies, flans, tartlets, pudding, éclairs, vol au vents, mille feuille, samosas, pithivier
Safe and hygienic practices
Clean as you go, organisational standards, legislation
Preparation methods
Weighing/measuring, defrosting, rolling, lining (moulds, pastry), aeration, scoring/marking
Cooking methods
Time, holding, baking blind, baking, boiling, temperature control, use of steam, testing.

Learning outcome
The learner will:
2.   be able to finish paste products
Practical skills
The learner can:
2.1 use tools and equipment in the finishing of paste products
2.2 finish and present paste products
2.3 check the finished product meets requirements.
Underpinning knowledge
2.4 describe the **quality points** when checking finished paste products
2.5 identify **fillings, glazes, creams and icings** that may be used to finish paste products
2.6 describe **finishing and decorating techniques**
2.7 state the **storage procedures** for finished products
2.8 identify ingredients in paste products that may cause allergic reactions.

Range
Quality points Appearance, taste, texture, colour, consistency, aroma, dish requirements, portion control, temperature. **Fillings, glazes, creams and icings** Crème pâtissière, frangipane, fresh fruit, cream, butter cream, preserves/jam. **Finishing and decorating techniques** Balance, glazing, dusting, portioning, icing, piping, filling, rolling (roulade), smoothing. **Storage procedures** Temperatures Fresh (3-4 ºC), frozen (- 8 ºC), date, labelling, covered, position, stock rotation.

Unit 214   Produce paste products

Supporting information

Guidance

This unit should be delivered in two parts. It should encompass knowledge of the hospitality and catering sector highlighting its importance to the national economy and reviewing the career opportunities available nationally and internationally in the hospitality and catering industry.

When candidates are comparing differing operations in depth covering commercial and public sectors, they should be given opportunities to work independently and develop investigative skills.

If candidates have already completed the Level 1 Professional Cookery Qualification they may already be familiar with various job roles carried out by staff in the industry at a local level. It is therefore important that the teaching of this unit aims to broaden the coverage to include hospitality and catering operations at national and international level. The focus will also be on the depth of learning which should encompass comparisons of different types of catering operations, menus, prices and assessment of the impact of key influencers on the industry.

The teaching will benefit from educational visits to a variety of catering establishments. This will enable the candidates to explore the salient features of each operation such as location, design, layout, menus, pricing and opening times. It will allow comparison of an operation from the public services sector to one in the commercial sector. Formal lectures should be kept to a minimum, but organised interactive sessions with the candidates to explore information from their work experiences will be beneficial. The teaching of this unit must be aimed at the candidates' learning needs and provide a national and an international context of the hospitality and catering industry.

Useful information could also be gathered during these visits for use in unit 205.

It would be useful to develop links with national and international companies. They can offer assistance in providing relevant information to candidates. Speakers from national companies who may have business overseas or speakers from international companies having their operations based in the UK will provide candidates with an inside perspective of their operations.

The staff roles and conditions in different sectors can be covered alongside the comparative study being done by candidates for the first part of this unit. The career opportunities could be covered by assisting candidates to

explore their future goals and aspirations to succeed in the hospitality industry. Candidates could attend career seminars and presentations organised nationally to collate information about the careers available and job market. There are CD ROMs and videos available from national and international companies on careers in the hospitality and catering industry which candidates should be able to access. This learning resource may also motivate and stimulate candidates to learn. Where possible the teaching of this unit should be integrated with other units and this unit has a strong link with Unit 206 Applying Workplace Skills. In particular, Outcome 3 Prepare for a job application and Outcome 4 Produce a plan to develop skills.

Unit 215   Produce biscuit, cake and sponge products

UAN:	**A/601/6503**
Level:	2
Credit value:	4
GLH:	28
Relationship to NOS:	This unit has potential links to the NVQ Diploma in Hospitality units 244 (2FPC9), 245 (2FPC10), 246 (2FPC11)
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish biscuit, cake and sponge products for service in restaurants and to paying customers

Learning outcome
The learner will:
1.   be able to prepare and cook biscuit, cake and sponge products
Practical skills
The learner can:
1.1 prepare biscuit products for baking
1.2 prepare and cook cake and sponge mixtures for baking
1.3 demonstrate use of the correct **tools and equipment** to prepare and cook biscuit, cake and sponge products
1.4 demonstrate **safe and hygienic practices.**
Underpinning knowledge
1.5 identify different types of **biscuit, cake and sponge product**
1.6 identify the quality points of the main ingredients for biscuit, cake and sponge products
1.7 state the uses for biscuit, cake and sponge products
1.8 state how to adjust the quantity of ingredients to give the correct portion yield from biscuit, cake and sponge products
1.9 describe the **preparation and cooking methods** for biscuit, cake and sponge products.

Range
Tools and equipment   Small equipment, moulds, cutters.
Safe and hygienic practices   Clean as you go, organisational standards, legislation.
Biscuit, cake and sponge products   Biscuits: biscuits à la cuillère, shortbread, cookies, langue du chat, sable a la poche, tuile.   Cakes and sponges: scones, fruitcakes, muffins, sponge-based (Madeira, cherry, Victoria, regional varieties), Genoise, Genoese, Swiss roll, soda bread.
Quality points   Texture, temperature, colour, consistency, freshness, flavour.
Preparation methods   Weighing/measuring, defrosting, lining (moulds, pastry), aeration, folding in, rubbing in, mixing, boiling, creaming, piping, filling, rolling, resting, portioning.
Cooking methods   Time, holding, baking blind, baking, boiling, temperature control, use of steam, testing.

Learning outcome
The learner will: 2. be able to finish biscuit, cake and sponge products
Practical skills
The learner can: 2.1 use tools and equipment in the finishing of biscuit, cake and sponge products   2.2 finish and present biscuit, cake and sponge products   2.3 check the finished product meets requirements.
Underpinning knowledge
2.4 describe the **quality points** when checking finished biscuit, cake and sponge products   2.5 identify fillings, glazes, creams and icings that may be used to finish biscuit, cake and sponge products   2.6 describe **finishing and decorating techniques**   2.7 state the **storage procedures** for finished products   2.8 identify ingredients in biscuit, cake and sponge products that may cause allergic reactions.

Range
Quality points
Appearance, taste, texture, colour, consistency, aroma, dish requirements, portion control, temperature.
Finishing and decorating techniques
Balance piping, piped motifs, run outs, cigarettes, cut outs, moulding, glazing, dusting, portioning, icing, filling, rolling (roulade), smoothing.
Storage procedures
Temperatures Fresh (3-4 ºC), frozen (- 8 ºC), date, labelling, covered, position, stock rotation.

Unit 215   Produce biscuit, cake and sponge products

Supporting information

Guidance

This unit should be delivered in two parts. It should encompass knowledge of the hospitality and catering sector highlighting its importance to the national economy and reviewing the career opportunities available nationally and internationally in the hospitality and catering industry.

When candidates are comparing differing operations in depth covering commercial and public sectors, they should be given opportunities to work independently and develop investigative skills.

If candidates have already completed the Level 1 Professional Cookery Qualification they may already be familiar with various job roles carried out by staff in the industry at a local level. It is therefore important that the teaching of this unit aims to broaden the coverage to include hospitality and catering operations at national and international level. The focus will also be on the depth of learning which should encompass comparisons of different types of catering operations, menus, prices and assessment of the impact of key influencers on the industry.

The teaching will benefit from educational visits to a variety of catering establishments. This will enable the candidates to explore the salient features of each operation such as location, design, layout, menus, pricing and opening times. It will allow comparison of an operation from the public services sector to one in the commercial sector. Formal lectures should be kept to a minimum, but organised interactive sessions with the candidates to explore information from their work experiences will be beneficial. The teaching of this unit must be aimed at the candidates' learning needs and provide a national and an international context of the hospitality and catering industry.

Useful information could also be gathered during these visits for use in unit 205.

It would be useful to develop links with national and international companies. They can offer assistance in providing relevant information to candidates. Speakers from national companies who may have business overseas or speakers from international companies having their operations based in the UK will provide candidates with an inside perspective of their operations.

The staff roles and conditions in different sectors can be covered alongside the comparative study being done by candidates for the first part of this

unit. The career opportunities could be covered by assisting candidates to explore their future goals and aspirations to succeed in the hospitality industry. Candidates could attend career seminars and presentations organised nationally to collate information about the careers available and job market. There are CD ROMs and videos available from national and international companies on careers in the hospitality and catering industry which candidates should be able to access. This learning resource may also motivate and stimulate candidates to learn. Where possible the teaching of this unit should be integrated with other units and this unit has a strong link with Unit 206 Applying Workplace Skills. In particular, Outcome 3 Prepare for a job application and Outcome 4 Produce a plan to develop skills.

Unit 216   Produce fermented dough products

UAN:	J/601/6505
Level:	2
Credit value:	4
GLH:	28
Relationship to NOS:	This unit has potential links to the NVQ Diploma in Hospitality units 244 (2FPC9), 245 (2FPC10), 246 (2FPC11)
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.
Aim:	This unit covers preparing, cooking and finishing of fermented dough products for service in restaurants and to paying customers.

Learning outcome
The learner will:
1.   be able to prepare and cook biscuit, cake and sponge products
Practical skills
The learner can:
1.1   prepare **fermented dough products** for baking
1.2   use correct tools and equipment to prepare and cook fermented dough products
1.3   demonstrate **safe and hygienic practices**.
Underpinning knowledge
1.4   identify different types of **fermented dough product**
1.5   identify **quality points** of the **main ingredients** for fermented dough products
1.6   state the uses of fermented dough products
1.7   state how to adjust the quantity of ingredients to give the correct portion yield from fermented dough products
1.8   describe **preparation and cooking methods** for fermented dough products
1.9   state **storage procedures** for raw dough.

Range
Fermented dough products
Bread rolls, loaves (wholemeal, wholegrain, white), bun dough, speciality doughs (naan bread, foccacia, pitta, pizza, flavoured), doughnuts, soda bread.
Safe and hygienic practices
Clean as you go, organisational standards, legislation.
Quality points
Texture, temperature, colour, consistency, freshness.
Main ingredients
Flour (white, wholemeal, whole grain), fats, yeast (fresh and dry), sugar, liquid (water, milk).
Preparation methods
Weighing/measuring, fermenting, mixing, resting, kneading, knocking back, proving, portioning, addition of other ingredients, moulding.
Cooking methods
Time, steam injection, baking, deep frying, temperature control, testing, holding to serve warm.
Storage procedures
Temperatures, date, labelling, covered, position, stock rotation.

Learning outcome
The learner will:
2. be able to finish fermented dough products
Practical skills
The learner can:
2.1 use correct tools and equipment in the finishing of fermented dough products
2.2 finish and present fermented dough products
2.3 check the finished product meets requirements.
Underpinning knowledge
The learner can:
2.4 describe the **quality points** when checking finished fermented dough products
2.5 identify fillings, glazes, creams and icings that may be used for fermented dough products
2.6 describe **finishing and decorating** techniques
2.7 state the **storage procedures** for finished fermented dough products

2.8 identify ingredients in fermented dough products that may cause allergic reactions.

Range
Quality points Appearance, taste, texture, consistency, aroma, dish requirements, portion control, temperature. **Finishing and decorating** Colour, dish specification requirements, balance, appearance, glazing, dusting, filling, portioning. **Storage procedures** Temperatures, date, labelling, covered, position, stock rotation.

Unit 216   Produce fermented dough products

Supporting information

Guidance

This unit should be delivered in two parts. It should encompass knowledge of the hospitality and catering sector highlighting its importance to the national economy and reviewing the career opportunities available nationally and internationally in the hospitality and catering industry.

When candidates are comparing differing operations in depth covering commercial and public sectors, they should be given opportunities to work independently and develop investigative skills.

If candidates have already completed the Level 1 Professional Cookery Qualification they may already be familiar with various job roles carried out by staff in the industry at a local level. It is therefore important that the teaching of this unit aims to broaden the coverage to include hospitality and catering operations at national and international level. The focus will also be on the depth of learning which should encompass comparisons of different types of catering operations, menus, prices and assessment of the impact of key influencers on the industry.

The teaching will benefit from educational visits to a variety of catering establishments. This will enable the candidates to explore the salient features of each operation such as location, design, layout, menus, pricing and opening times. It will allow comparison of an operation from the public services sector to one in the commercial sector. Formal lectures should be kept to a minimum, but organised interactive sessions with the candidates to explore information from their work experiences will be beneficial. The teaching of this unit must be aimed at the candidates' learning needs and provide a national and an international context of the hospitality and catering industry.

Useful information could also be gathered during these visits for use in unit 205.

It would be useful to develop links with national and international companies. They can offer assistance in providing relevant information to candidates. Speakers from national companies who may have business overseas or speakers from international companies having their operations based in the UK will provide candidates with an inside perspective of their operations.

The staff roles and conditions in different sectors can be covered alongside the comparative study being done by candidates for the first part of this

unit. The career opportunities could be covered by assisting candidates to explore their future goals and aspirations to succeed in the hospitality industry. Candidates could attend career seminars and presentations organised nationally to collate information about the careers available and job market. There are CD ROMs and videos available from national and international companies on careers in the hospitality and catering industry which candidates should be able to access. This learning resource may also motivate and stimulate candidates to learn. Where possible the teaching of this unit should be integrated with other units and this unit has a strong link with Unit 206 Applying Workplace Skills. In particular, Outcome 3 Prepare for a job application and Outcome 4 Produce a plan to develop skills.

Appendix 1   Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 2   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**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. 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
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **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.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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www.cityandguilds.com

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
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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. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. 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), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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