

# Level 3 Diploma in Professional Patisserie and Confectionery (7120-23/33)

September 2017 Version 2.7



## Qualification at a glance

|                                       |   |
|---------------------------------------|---|
| <b>Subject area</b>                   | Hospitality & Catering                                    |
| <b>City &amp; Guilds number</b>       | 7120  |
| <b>Age group approved</b>             | 16-18, 19+  |
| <b>Entry requirements</b>             | Level 3   |
| <b>Assessment</b>                     | Assignment, Practical                                     |
| <b>Fast track</b>                     | Available   |
| <b>Support materials</b>              | Centre handbook<br>Assignment guide<br>Candidate logbook  |
| <b>Registration and certification</b> | Consult the Walled Garden/Online Catalogue for last dates |

| <b>Title and level</b>                                       | <b>GLH</b> | <b>TQT</b> | <b>City &amp; Guilds number</b> | <b>Accreditation number</b> |
|--|------------|------------|---------------------------------|-----------------------------|
| Level 3 Certificate in General Patisserie and Confectionery  | 269        | 310        | 7120-23                         | 601/3141/X                  |
| Level 3 Diploma in Professional Patisserie and Confectionery | 384        | 530        | 7120-33                         | 601/3140/8                  |

| <b>Version and date</b> | <b>Change detail</b>   | <b>Section</b>                             |
|-------------------------|--|--|
| 2.1 July 2014           | Corrected unit aim in 321  | Units                                      |
| 2.2 September 2014      | Updated unit aims for 323 and 326                                | Units                                      |
| 2.3 September 2014      | Corrected reference to unit 863                                  | Assessment                                 |
| 2.4 October 2014        | Corrected UAN and credit value for unit 321                      | Structure, Units                           |
| 2.5 June 2015           | Updated ranged for unit 327                                      | Units                                      |
| 2.6 September 2016      | Corrected UAN/credit values for units 320, 321, 322, 323 and 326 | Units                                      |
| 2.7 September 2017      | Added GLH and TQT details<br><br>Removed QCF                     | Qualification at a glance and Introduction |

|  |  |                                  |
|--|--|----------------------------------|
|  |  | Unit 326,<br>Appendix 1<br>and 2 |
|--|--|----------------------------------|



# Contents

|                   |   |           |
|-------------------|---|-----------|
| <b>1</b>          | <b>Introduction</b>   | <b>5</b>  |
|                   | Structure   | 6         |
| <b>2</b>          | <b>Centre requirements</b>                                    | <b>9</b>  |
|                   | Approval  | 9         |
|                   | Resource requirements   | 9         |
|                   | Learner entry requirements                                    | 10        |
| <b>3</b>          | <b>Delivering the qualification</b>                           | <b>12</b> |
|                   | Initial assessment and induction                              | 12        |
|                   | Support materials   | 12        |
| <b>4</b>          | <b>Assessment</b>   | <b>13</b> |
|                   | Assignments   | 14        |
|                   | Recognition of prior learning (RPL)                           | 14        |
| <b>5</b>          | <b>Units</b>  | <b>15</b> |
| <b>Unit 302</b>   | <b>The principles of food safety supervision for catering</b> | <b>16</b> |
| <b>Unit 320</b>   | <b>Supervisory skills in the hospitality industry</b>         | <b>24</b> |
| <b>Unit 321</b>   | <b>Produce dough and batter products</b>                      | <b>29</b> |
| <b>Unit 322</b>   | <b>Produce petits fours</b>                                   | <b>36</b> |
| <b>Unit 323</b>   | <b>Produce paste products</b>                                 | <b>40</b> |
| <b>Unit 324</b>   | <b>Produce hot, cold and frozen desserts</b>                  | <b>44</b> |
| <b>Unit 325</b>   | <b>Produce biscuits, cake and sponges</b>                     | <b>49</b> |
| <b>Unit 326</b>   | <b>Produce display pieces and decorative items</b>            | <b>55</b> |
| <b>Unit 327</b>   | <b>Exploring gastronomy</b>                                   | <b>59</b> |
| <b>Appendix 1</b> | <b>Relationships to other qualifications</b>                  | <b>64</b> |
| <b>Appendix 2</b> | <b>Sources of general information</b>                         | <b>65</b> |



# 1 Introduction

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

| <b>Area</b>                                   | <b>Description</b>   |
|---|--|
| 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: <ul style="list-style-type: none"><li>• Level 3 Advanced Professional Cookery (7100)</li></ul> |

## Structure

To achieve the **7120-23 Level 3 Certificate in General Patisserie**, learners must achieve **31** credits from units 321 to 326.

| Unit accreditation number | City & Guilds unit number | Unit title                                  | Credit value | Unit Level |
|---------------------------|---------------------------|---|--------------|------------|
| <b>Mandatory</b>          |                           |   |              |            |
| H/506/1747                | Unit 321                  | Produce dough and batter products           | 4            | 3          |
| R/506/1730                | Unit 322                  | Produce petits fours                        | 6            | 3          |
| L/506/1760                | Unit 323                  | Produce paste products                      | 4            | 3          |
| K/506/1748                | Unit 324                  | Produce hot, cold and frozen desserts       | 6            | 3          |
| F/506/1738                | Unit 325                  | Produce biscuits, cake and sponges          | 6            | 3          |
| Y/506/1745                | Unit 326                  | Produce display pieces and decorative items | 5            | 3          |
|                           | Unit 863                  | Practical assessment module                 |              |            |

## Structure

To achieve the **7120-33 Level 3 Diploma in Professional Patisserie and Confectionery**, learners must achieve **53** credits from the mandatory units.

| Unit accreditation number | City & Guilds unit number | Unit title   | Credit value | Unit Level |
|---------------------------|---------------------------|--|--------------|------------|
| <b>Mandatory</b>          |                           |  |              |            |
| K/502/3775                | Unit 302                  | The principles of food safety supervision for catering | 3            | 3          |
| D/506/1746                | Unit 320                  | Supervisory skills in the hospitality industry         | 8            | 3          |
| H/506/1747                | Unit 321                  | Produce dough and batter products                      | 4            | 3          |
| R/506/1730                | Unit 322                  | Produce petits fours                                   | 6            | 3          |
| L/506/1760                | Unit 323                  | Produce paste products                                 | 4            | 3          |
| K/506/1748                | Unit 324                  | Produce hot, cold and frozen desserts                  | 6            | 3          |
| F/506/1738                | Unit 325                  | Produce biscuits, cake and sponges                     | 6            | 3          |
| Y/506/1745                | Unit 326                  | Produce display pieces and decorative items            | 5            | 3          |
| Y/506/1728                | Unit 327                  | Exploring gastronomy                                   | 11           | 3          |
|                           | Unit 863                  | 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.

| <b>Title and level</b>                                       | <b>GLH</b> | <b>TQT</b> |
|--|------------|------------|
| Level 3 Certificate in General Patisserie and Confectionery  | 269        | 310        |
| Level 3 Diploma in Professional Patisserie and Confectionery | 384        | 530        |





## 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 3 Patisserie and Confectionery (7120-03) can apply for a fast track approval for the new Level 3 Patisserie and Confectionery (7120-23 and 33).

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 healthy 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:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

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

#### Support materials

The following resources are available for these qualifications:

| Description     | How to access  |
|-----------------|--|
| Assessment Pack | <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> |
| Answer Pack     | <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> |



## 4 Assessment

| Unit No. | Title  | Assessment Method   | Where to obtain assessment materials |
|----------|--|---|--------------------------------------|
| 302      | The principles of food safety supervision for catering | City & Guilds short answer paper.   |                                      |
| 320      | Supervisory skills in the hospitality industry         | The assignment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.<br><br>Externally set assessment, locally marked and externally verified. | Assessment pack                      |
| 321      | Produce dough and batter products                      | Individual practical tasks and a synoptic assessment.   |                                      |
| 322      | Produce petits fours                                   |   |                                      |
| 323      | Produce paste products                                 | 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.  |                                      |
| 324      | Produce hot, cold and frozen desserts                  |   |                                      |
| 325      | Produce biscuits, cake and sponges                     |   |                                      |
| 326      | Produce display pieces and decorative items            | These assessments are collectively certificated under unit number 7120-863<br><br>Externally set assessments, locally marked and externally verified.   |                                      |

| Unit No. | Title                | Assessment Method   | Where to obtain assessment materials |
|----------|----------------------|---|--------------------------------------|
| 327      | Exploring gastronomy | The assignment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.<br><br>Externally set assessment, locally marked and externally verified. |                                      |

### Time constraints

It is important to note that all assessments should be completed within a realistic time limit. Guidance on set time constraints for assessments is included within assignments (see Assessment pack). All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

### Assignments

The assignment tasks should be presented to candidates as required, and only when candidates are judged ready for assessment. Assessments are graded pass, merit or distinction and detailed marking and grading criteria are provided for each assignment. All assignments should be internally marked, graded, quality assured and a sample will be externally moderated.

Candidates who fail to complete a task may retake the task, but will only achieve a pass grade. The assignments are summative assessments and, other than to gain a pass, candidates may not retake tasks or assignments to improve grades. It is therefore essential that candidates only attempt the assignments when judged to be fully ready. Should assessors wish to prepare candidates for the assessments, they may devise their own assessments internally and provide feedback on these.

If a task needs to be repeated, assessors should allow seven days before repeating the task. If the failed task is built upon the results of a previous task, this may also need to be repeated.

### Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

RPL is allowed and is also sector specific.



## 5 Units

### 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.

|  |   |
|--|---|
| <b>UAN:</b>  | K/502/3775  |
| <b>Level:</b>                                      | 3   |
| <b>Credit value:</b>                               | 3   |
| <b>GLH:</b>  | 25  |
| <b>Relationship to NOS:</b>                        | N/SVQ in Professional Cookery: 2GEN3  |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st SSC and the FSA.   |
| <b>Aim:</b>  | The aim of the unit is to ensure that candidates are trained in accordance with regulation (EC) no 853/2004 of the European Parliament and of the council of 29 April 2004. These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities. |

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| <b>Learning outcome</b>   |
| The learner will:   |
| 1. understand the role of the supervisor in ensuring compliance with food safety legislation  |
| <b>Assessment Criteria</b>  |
| The learner can:  |
| 1.1 summarise the <b>importance of food safety management procedures</b>  |
| 1.2 explain the <b>responsibilities</b> of employers and employees in respect of food safety legislation and <b>procedures for compliance</b> |
| 1.3 outline <b>how the legislation is enforced.</b>   |
| <b>Range</b>  |
| <b>Importance</b>   |



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

### **Food safety management procedures**

HACCP (hazard analysis and critical control points): ranging of HACCP, identification monitoring and assessment of critical control points, implementation of HACCP, corrective action, verification, documentation, ongoing review

Monitoring and reporting procedures, pest control, swabbing, supervision, instruction and training, cleaning, waste disposal, maintenance of equipment and building infrastructure

SFBB (Safer Food, Better Business)

### **Responsibilities**

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

Employees – to comply with the law, to follow instructions and comply with employer's processes/procedures, to attend instruction/training/supervision, good personal hygiene, reporting of illness, reporting of errors/omissions in employer processes/procedures (eg hand washing facilities, kitchen and cleaning equipment such as fridges, infrastructure faults, deliveries)

### **Procedures for compliance**

Ranging and implementation of HACCP (7 principles of HACCP)

Written documentation (eg on recruitment, instruction/supervision/training, guidance on working practices, reporting procedures)

Record keeping (eg temperature control, delivery records, sickness records, supplier records)

Ensure reputable suppliers are in place

### **How the legislation is enforced**

Through the Food Safety Act 1990, the Food Safety (England, Scotland, Wales, Northern Ireland) Regulations 2006, enforcement visits (eg by EHOs/EHPs), enforcement notices (hygiene improvement notice, hygiene prohibition order, hygiene emergency prohibition notice), through the civil and criminal courts, in addition the employer enforces legislation through appropriate practices, procedures and training

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| <b>Learning outcome</b>  |
| The learner will:<br>2. understand the application and monitoring of good hygiene practice   |
| <b>Practical skills</b>  |
| The learner can:<br>2.1 explain the importance of, and methods for, temperature control<br>2.2 explain procedures to control contamination and cross-contamination<br>2.3 justify the importance of high standards of personal hygiene<br>2.4 explain procedures for cleaning, disinfection and waste disposal<br>2.5 outline requirements relating to the design of food premises and equipment<br>2.6 describe the importance of, and methods for, pest control. |

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| <b>Range</b>   |
| <b>Importance of temperature control</b><br>To prevent, or reduce to an acceptable level, bacterial multiplication; to prevent outbreaks of food poisoning; to meet due diligence criteria; EHO requirements; to keep food safe; to comply with legislation; to control wastage  |
| <b>Methods for temperature control</b><br>Temperature logs; use of fridges (under 8 C core), freezers (under -18 C) and serving cabinets, ovens, chiller cabinets, hot cupboards/bains marie (above 63 C), other methods of holding hot food for service (eg Norwegian flasks), thawing cabinets, blast chiller; in order to prevent optimum bacterial growth in food heat/chill food through danger zone as quickly as possible (5C – 63C); calibrated, sanitized temperature probes, temperature management systems (computerised/automated systems); visual checks/control systems, manual control systems; food to be chilled below 8C within 90 minutes of cooking, eg by breaking down into smaller portions; cook chill; effective servicing contracts; use of appropriate vehicles for transporting food   |
| <b>Procedures to control contamination and cross-contamination</b><br>COSHH; effective cleaning procedures which are monitored and reviewed regularly; correct use of cleaning products; colour coding (eg of utensils, chopping boards, cleaning equipment); regular microbial swabbing of food preparation areas; clear separation between low and high risk areas; good visibility; pest control; work surfaces which are smooth, impervious, non-tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (eg for commercial use); equipment which is easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose; personal hygiene procedures (hand washing); correct use of protective clothing; visitors' policy; use of separate sinks for food/washing food |

equipment/hand washing; use of sterilising sinks; correct storage of equipment; internal/external waste/food disposal procedures

### **Importance of high standards 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; convalescent and healthy carriers; consideration to co-workers; tainting/spoilage of food

### **Procedures for cleaning, disinfection and waste disposal**

Cleaning and disinfection – ensuring equipment is disconnected from power before cleaning; clean as you go, traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry), 'clean, rinse, sanitise' method; double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect using water above 82C; cleaning in place; consideration of procedures from delivery of food to service point; correct clearance of areas for cleaning (to avoid chemical contamination, over-spray); correct dilution of chemicals, correct equipment (single use cloths, colour coding); COSHH, lockable storage away from foods (restricted access), storage in original containers, dilution, mixing of chemicals, manufacturers' instructions, PPE, appropriate cleaning and disposal of chemical spillages, safety data sheets; use of mechanical equipment

Waste disposal – regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, kept on hard surfaces, easy access for collection, clean as you go, separating food and general waste eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight/rain, kept clean and tidy to avoid odours and so as not to attract pests, availability of hoses), recyclables; waste collection of food waste (liquid food waste, oil, grease traps)

### **Requirements relating to the design**

Food premises – designed to make good food hygiene practicable, relating to walls, floors, ceilings, windows, doors, lighting, design of waste areas, work flow (separation between high and low risk areas, good visibility), ventilation, design of building infrastructure/work areas (eg for pest control, storage, surfaces), washing facilities (hand washing basins, toilets), staff areas (changing, shower area as necessary), services (gas, electricity, water, drainage, sanitation)

Equipment – easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose (eg for commercial use), suitable work surfaces (eg smooth, no crevasses)

### **Importance of, and methods for, pest control**

Pest – rodents, cockroaches, insects, stored products insects, domestic pets, birds, wild cats

Importance of – 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

Methods for – written policy for pest control; engagement of a pest control contractor; path around food business buildings for ease of detection; traps, poisons, rodenticides, pesticides; netting, fly traps, electronic fly killers; clean as you go

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| <b>Learning outcome</b>  |
| The learner will:  |
| 3. understand how to implement food safety management procedures   |
| <b>Practical skills</b>  |
| The learner can:   |
| 3.1 describe the importance to food safety of microbial, chemical, physical and allergenic hazards   |
| 3.2 describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions |
| 3.3 explain the requirements for monitoring and recording food safety procedures   |
| 3.4 describe methods for, and the importance of, evaluating food safety controls and procedures.   |

|   |
|---|
| <b>Range</b>  |
| <b>Importance</b>   |
| Microbial – typical hazards FBIs and FPs (salmonella, campylobacter, e coli, e coli 0157VTEC, etc), danger zone, vegetative reproduction, binary fission, bacterial growth line (lag, log, stationary, decline), common symptoms (diarrhoea, vomiting, stomach ache etc), bacterial cell make-up (endotoxins, exotoxins, entrotoxins, etc), four elements of growth (food, water, time, warmth), psychotrophic, mesophilic, thermophilic, |
| Chemical – typical hazards (cleaning chemicals, veterinary residue, farming chemicals), overspray, common symptoms (eyes, nose, throat, skin irritation, sickness, vomiting)  |
| Physical – typical hazards (broken machinery, packaging material, plants, string, pests and insects etc), common symptoms (choking, broken teeth, vomiting, etc)  |
| Allergenic – typical hazards (nuts, flour, diary products, shellfish, wheat, fungi, etc), common symptoms (anaphylactic shock, asthma-like symptoms, difficulty in breathing, swollen lips etc)   |
| <b>Methods and procedures for controlling food safety</b>   |
| Delivery – correct vehicle (fit for purpose, temperature, cleanliness, personal hygiene of the driver)  |
| Storage – correct storage conditions (temperature control, dry stores, COSHH), time limits on temperature control deliveries (food stored within 15 minutes from delivery), FIFO, conditions of storage facilities (infrastructure, seals, shelving, maintenance, etc), drip and cross-contamination  |

Preparation – correct defrosting, food not prepared too far in advance, temperature control (before, during, after preparation), cross-contamination (vehicles and routes), over-handling, personal hygiene (hand-washing, PPE, jewellery, etc), see also CCPs

Cooking – correct temperatures, methods and time, physical inspections, use of appropriate equipment (probes and wipes), drip and cross-contamination, see also CCPs

Chilling – correct times, temperatures, methods, cross-contamination, equipment

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

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

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

### **Critical Control Points, Critical Limits and Corrective Actions**

CCPs – the point at which it is critical for an intervention to be taken by the food handler in order to maintain food safety

CLs – the maximum acceptable limits set by management within the HACCP analysis for the safe production of food

CAs – the actions that must be taken by the food handler where a CCP is identified to insure the safe production of food; these actions must form part of the management HCAAP plan and must be regularly reviewed and amended if required

### **Requirements**

2006 Food Safety Regulations make it a legal requirement for records to be kept. Traceability of food (farm to fork), choice of suppliers (supplier audits), delivery records, HACCP (implement the seven steps of HACCP and record all necessary documentation), temperature control records (including storage, cooking, reheating and holding), staff (training, sickness, pre and post employment records), cleaning records and schedules, monitoring of cleaning records and schedules, recommended sample keeping, visitors' records/policy, pest control, maintenance records, waste management policy (including disposal of glass), ensure due diligence is maintained

### **Methods**

Internal/external audits, management reviews, supervisory spot checks (including swabbing of equipment and food handlers), advisory visits by regulatory bodies, staff consultation, supervisors' handover book

### **Importance**

The importance of regular reviews and monitoring of all food safety management systems and records is to ensure the continued safe storage, production and delivery of all foodstuffs. Records of review findings and corrective actions taken must also be recorded.

### **Learning outcome**

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|---|
| The learner will:<br>4. understand the role of the supervisor in staff training   |
| <b>Practical skills</b>   |
| The learner can:<br>4.1 explain the requirements for induction and on-going training of staff<br>4.2 explain the importance of effective communication of food safety procedures. |

## Unit 302                    The principles of food safety supervision for catering

### Notes for 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 tutors/trainers with up to date knowledge and who maintain continuous professional development (CPD).

It is recommended that tutors/trainers cover outcome three early in the course delivery in order to provide candidates with relevant background information relating directly to the workplace. This would make the remaining course content more structured for candidates.

The range statements are not an exhaustive list and the tutor/trainer should endeavour at all times to provide training related to the working practices and environments of the candidates. It would be beneficial throughout this qualification if tutors/ trainers provide examples from the catering industry as a whole as they will potentially have a mixed group of candidates covering a broad range of establishments from the industry.

Whilst this qualification is knowledge based, tutors should encourage candidates to reinforce their learning in the workplace. To underpin delivery it is strongly recommended that, wherever possible candidates who are not working in the industry are given access to real working practice in the catering and hospitality industry.

There are a variety of resources available to support delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with, however in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised.

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| <b>UAN:</b>  | D/506/1746   |
| <b>Level:</b>                                      | 3  |
| <b>Credit value:</b>                               | 8  |
| <b>GLH:</b>  | 38   |
| <b>Relationship to NOS:</b>                        | N/SVQ in Professional Cookery: 3FPC6/10<br>N/SVQ in Hospitality Supervision and Leadership (NVQ): HSL30, HSL4.   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st   |
| <b>Aim:</b>  | The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of how to supervise, lead and train in order to develop good teamwork in a professional kitchen. The unit is theoretically based and looks at developing an understanding of the range of tasks required in a supervisory role, the purpose of supervision and the characteristics of leadership. |

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| <b>Learning outcome</b>  |
| The learner will:  |
| 1. be able to apply and monitor good health and safety practices                   |
| <b>Practical Skills</b>  |
| The learner can:   |
| 1.1 source support to meet health and safety legislative requirements              |
| 1.2 conduct self in the workplace to meet relevant health and safety requirements  |
| 1.3 carry out risk assessments   |
| 1.4 record relevant information  |
| 1.5 monitor <b>health and safety policies and procedures</b>                       |
| 1.6 carry out staff training needs analysis to meet health and safety requirements |
| 1.7 produce effective training materials.  |



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| <b>Range</b>   |
| <p><b>Requirements</b><br/>Legislative (health and safety at work act, manual handling policy, good practice)</p> <p><b>Health and safety policies and procedures</b><br/>On record keeping and reporting, due diligence, first aid, accident, RIDDOR, use of PPE, security, evacuation procedures</p> |

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| <b>Learning outcome</b>   |
| The learner will:   |
| 2. know the health and safety requirements of a professional kitchen  |
| <b>Practical skills</b>   |
| The learner can:  |
| 2.1 identify the <b>requirements of health and safety legislation</b> in relation to the professional kitchen |
| 2.2 explain how <b>organisations ensure compliance</b> with legislation                                       |
| 2.3 explain the <b>responsibilities of supervisors</b> in relation to health and safety                       |
| 2.4 identify <b>sources</b> of support in meeting health and safety requirements                              |
| 2.5 explain the importance of carrying out risk assessments   |
| 2.6 describe the <b>process</b> of carrying out a risk assessment   |
| 2.7 explain the <b>purpose of recording and reporting procedures</b>  |
| 2.8 identify <b>training requirements</b> common within the hospitality industry                              |
| 2.9 explain <b>different methods of training</b> .  |

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| <b>Range</b>  |
| <p><b>Requirements of health and safety legislation</b><br/>See HSE catering information leaflet<br/><a href="http://www.hse.gov.uk/pubns/cais11.pdf">http://www.hse.gov.uk/pubns/cais11.pdf</a></p> <p><b>Organisations ensure compliance</b><br/>Through the production and application of organisational policies and practices, provision of training, delegation/sharing of levels of responsibility to managers, supervisors, employees</p> <p><b>Responsibilities of supervisors</b><br/>To identify training needs, carry out training (initial and on going), provide on the job observation and feedback, monitoring, recording and reporting, ensuring compliance with policies, ensuring compliance with current legislation, carry out risk assessments, understand and educate in the specific health and safety hazards, risks and preventative measures in the catering environment, ensure the health and welfare of staff</p> |

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| <p><b>Sources</b><br/>HSE, 'Safer food better business', environmental health practitioners, fire safety officers, equipment and product manufacturers, publications</p> <p><b>Process</b><br/>See <a href="http://www.hse.gov.uk/pubns/indg163.pdf">www.hse.gov.uk/pubns/indg163.pdf</a></p> <p><b>Purpose of recording and reporting procedures</b><br/>To identify potential hazards, estimate risk, to support the design of policies and procedures, as preventative measures, as a measure of safety of the environment</p> <p><b>Training requirements</b><br/>Of self and team members, practical skills, communication skills, team working, workplace behaviour, legislative requirements (eg health and safety, food hygiene)</p> <p><b>Different methods of training</b><br/>Shadowing, coaching/demonstration, mentoring, CPD (eg seminars, reading, research, networking, stage/work experience), training courses, qualifications</p> |
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| <p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. understand how to apply staff supervisory skills within a small team</p>   |
| <p><b>Practical skills</b></p> <p>The learner can:</p> <p>3.1 describe the range of <b>supervisory tasks</b> within the hospitality industry</p> <p>3.2 describe the <b>purpose of supervision</b></p> <p>3.3 describe <b>characteristics of leadership</b></p> <p>3.4 identify <b>leadership styles</b> suitable for different <b>situations</b></p> <p>3.5 describe the benefits of <b>team development</b></p> <p>3.6 identify the <b>characteristics of a good team</b>.</p> |

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| <p><b>Range</b></p> <p><b>Supervisory tasks</b><br/>Planning, setting/communicating targets (quality/time) developing work schedules, monitoring quality of products, ensuring production/service meets time/customer requirements, monitoring behaviour, problem solving, team development, identifying training requirements (to the level of leading a small team or sub section of the kitchen, and would train people in the preparation of dishes and everyday tasks to meet the expectations of the head chef)</p> <p><b>Purpose of supervision</b><br/>Ensuring: everything gets done, customer requirements are met, targets are met, business runs efficiently, environment is safe,</p> |
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environment/work is valued by employees, legislative requirements are met

**Characteristics of leadership**

Influencing in order to meet group goals, effective communicator, building trust (gaining/earning respect, listening, confidentiality, approachable), setting a good example, proactive in identifying and dealing with problems to prevent conflict/unrest

**Leadership styles**

Autocratic/authoritarian, democratic/participative, laissez-faire/delegative

**Situations**

Under tight time constraints/crisis management, during coaching/with staff with developing skills, with staff with highly developed skills, with different personalities

**Team development**

Maximising effectiveness of individuals and team, ensuring effective team work, contributing to the cost effectiveness of the business, improving self esteem/motivation of individuals and team

**Characteristics of a good team**

Clear, appropriate and open communication channels, mix of appropriate skills, clear understanding of individual and team goals/responsibilities, mutual support/trust/respect, appreciation of each other's skills, achieving goals, striving to improve as a team

## Unit 320            Supervisory skills in the                               hospitality industry

### Supporting information

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 321

## Produce dough and batter products

|   |   |
|---|---|
| UAN:  | H/506/1747  |
| Level:                                      | 3   |
| Credit value:                               | 4   |
| GLH:  | 60  |
| Endorsement by a sector or regulatory body: | This unit is endorsed by People1st  |
| Aim:  | This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish dough and batter products for service. |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. be able to produce dough and batter products   |
| <b>Practical Skills</b>  |
| The learner can:<br>1.1 perform operations in line with current <b>professional standards of practices</b><br>1.2 <b>produce dough and batter products to recipe specifications</b> <ul style="list-style-type: none"><li>• using traditional, classical and modern skills and techniques</li><li>• using <b>culinary science</b></li><li>• using contemporary styles</li></ul> 1.3 carry out <b>quality checks</b> during production of dough and batter products<br>1.4 identify potential faults for a range of dough and batter products<br>1.5 correct products that do not meet quality requirements |

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| <b>Range</b>  |
| <p><b>Professional standards of practices</b><br/>Appearance, health and safety, working to set timescales adjusting as necessary</p> <p><b>Dough products</b><br/>Artisanal breads (sour doughs, specialist flours, extended ferments), Danish pastries, croissants, flatbreads, speciality doughs (walnut and sultana bread, salt doughs)<br/>Fermented: enriched, foccacia, ciabatta, baguettes, Rye bread, pumpernickel, brioche, savarin, panetone, stollen, kügelhopf, bagel, blinis<br/>Non-fermented: puri, paratha, chapatti, crumpets, waffles, tortillas, spretzle</p> <p><b>Batter products</b><br/>Savarins, babas, blinis</p> <p><b>Recipe specification</b><br/>Methodology, commodity specification (eg types of flour/gluten content, fresh or dried yeast), exact quantities, timings, presentation details, photograph, specialist equipment</p> <p><b>Culinary science</b><br/>Eg yeast feeding, bread improving, gluten, CO<sub>2</sub> fermentation, combination cooking (eg bagels)</p> <p><b>Quality checks</b><br/>Appearance, flavour, aroma, temperature, colour, consistency, freshness, texture, degree of cooking, proportions, precision</p> |

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| <b>Learning outcome</b>  |
| The learner will:  |
| 2. understand how to produce dough and batter products   |
| <b>Practical skills</b>  |
| The learner can:   |
| 2.1 explain techniques for the production of dough and batter products, including <ul style="list-style-type: none"> <li>• traditional, classical and modern skills and techniques</li> <li>• culinary science</li> <li>• contemporary styles</li> </ul> |
| 2.2 list appropriate flavour combinations  |
| 2.3 explain <b>considerations when balancing ingredients</b> in recipes for fermented dough and batter products  |
| 2.4 explain the effect of preparation and <b>cooking methods</b> on the end product  |

2.5 describe how to control time, temperature and environment to achieve desired outcome when producing dough and batter products

### **Range**

#### **Considerations when balancing ingredients**

Insufficient yeast leading to small volume of bread, tough and close textured crumb, high crust colour. Insufficient salt or sugar leading to anaemic coloured crust, flat shape and loose/woolly textured crumb, proportion of liquid ingredients to dry

#### **Effect of cooking methods**

Maillard effect, soft crust (baking in dry heat), formation of crust (baking with steam injection), crispness (deep frying)

### **Learning outcome**

The learner will:

3. be able to finish dough and batter products

#### **Practical skills**

The learner can:

3.1 finish dough and batter products

- using traditional, classical and modern skills and techniques
- using culinary science
- using contemporary styles

3.2 check the finished product meets dish requirements

3.3 present products to meet styles of service

3.4 store dough and batter products correctly.

### **Range**

#### **Finish**

Finishing methods include Water icing, glazes (apricot, gum), syrups, steam, seeds, cheese, cracked wheat

#### **Culinary science**

Eg glazers, crystallisation, steam injection

#### **skills and techniques**

Decorating techniques - Piping, shaping and moulding, prep for tandoori bread types

Skills - Identify the degree of colour, presentation skills, clarity of flavour, correct aroma

#### **Storage procedures**

Temperature and humidity control, date, labelling, covered, position, stock rotation

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| <b>Learning outcome</b>   |
| The learner will:<br>4. understand how to finish dough and batter products  |
| <b>Practical skills</b>   |
| The learner can:<br>4.1 identify <b>fillings</b> , glazes, creams and icings for dough and batter products<br>4.2 identify ingredients in paste products that may cause allergic reactions<br>4.3 calculate food costs for producing dough and batter products<br>4.4 <b>explain</b> how food costs and other factors affect profit when producing dough and batter products. |

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| <b>Range</b>   |
| <b>Fillings</b><br>Chocolate, marzipan, fruit puree, pastry cream, lemon curd, nut pastes, conserves, fruits, crème chantilly, herbs, spices, vegetables |
| <b>Explain</b><br>To include evaluation: measure and compare against quality standards.  |



# Unit 321            Produce dough and batter products

## Notes for guidance

It should be recognised that candidates working towards the Advanced Professional Cookery Qualification at Level 3 are likely to have completed a Level 2 Professional Cookery Qualification or have extensive experience in the industry.

By whatever path a candidate comes to be studying, it is important that they are aware of the level of commitment required to become a successful chef. It should be made clear that professional standards are essential and that demonstrating good practice and behavioural attitudes are vital for anyone looking for a career within the catering industry. Good attendance and punctuality should reflect the expectations of employers. Successful teamwork will depend on the efforts of each individual.

It will be apparent that many commodities are expensive and should they not be available within the learning environment additional practice must be obtained through the provision of work experience within the industry to broaden knowledge expertise and experience of the commodities methods and skills in the listed range.

This unit aims to combine basic techniques with flair and creativity and should demonstrate the candidate's ability to develop creative interpretations. The unit will require intensive development of skill so that the candidate can demonstrate the practical competences demand.

Techniques will be covered through the production of small decorative items. Candidates need not master all techniques, but should be exposed to all.

Practical work experience will be of benefit for candidates to demonstrate their abilities in a real life environment and build their confidence and pace. Work placements should be encouraged in local restaurants, cafes, pubs and hotels. Equally, guest speakers from local employers and visits to local restaurants, hotels and conferences should be encouraged to ensure teaching and learning is contemporary with industrial trends.

It is essential that the delivery of this unit is not solely designed to equip candidates to successfully complete the external assessment. The teaching must encompass wider learning opportunities demonstrating depth, coherence and highlighting valid conclusions.

Please note that these recommended websites are provided in good faith by City & Guilds. The Web addresses are correct at the time of print. However, Web sites change addresses and domain names change hands. Centres are strongly advised to check all listed websites before providing access to candidates. It is solely the centre's responsibility to undertake these checks. City & Guilds/HAB will accept no responsibility for candidates accessing inappropriate or offensive sites while researching these sites, either deliberately or accidentally.

#### **CD ROMs**

- *Customer Service Skills CD-ROM*, Gillespie, C., Butterworth-Heinemann, Oxford, 2001
- *Food and Beverage Management Mediabase CD-ROM*, Gillespie, C., Butterworth-Heinemann, Oxford, 2001
- *R.E.P.E.R.E.S. Software for self-assessment of professional customer service skills CD-ROM*, Eurochambres, Brussels, 2001
- Springteractive, Springboard UK

#### **Videos**

- Bacteria bites business (FSA)
- A clean sweep (Highfield)
- E-Coli 0157 (RSSL)
- Pests on the menu (CIEH)
- Food hygiene, the movie 1&2 (Highfield)
- HACCP (RSSL)

Please note that these recommended websites are provided in good faith by City & Guilds. The Web addresses are correct at the time of print. However, Web sites change addresses and domain names change hands. Centres are strongly advised to check all listed websites before providing access to candidates. It is solely the center's responsibility to undertake these checks. City & Guilds/HAB will accept no responsibility for candidates accessing inappropriate or offensive sites while researching these sites, either deliberately or accidentally.

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#### **Videos**

- Bacteria bites business (FSA)
- A clean sweep (Highfield)
- E-Coli 0157 (RSSL)
- Pests on the menu (CIEH)

- Food hygiene, the movie 1&2 (Highfield)
- HACCP (RSSL)

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| <b>UAN:</b>  | R/506/1730   |
| <b>Level:</b>                                      | 3  |
| <b>Credit value:</b>                               | 6  |
| <b>GLH:</b>  | 56   |
| <b>Relationship to NOS:</b>                        | N/SVQ in Professional Cookery: 3FPC8/10<br>N/SVQ in Hospitality Supervision and Leadership (NVQ): HSL30, HSL4  |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st   |
| <b>Aim:</b>  | This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish petits fours for service. |

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| <b>Learning outcome</b>  |
| The learner will:  |
| 1. be able to produce petits fours   |
| <b>Assessment criteria</b>   |
| The learner can:   |
| 1.1 perform operations in line with current <b>professional practices</b>  |
| 1.2 produce <b>petits fours</b> , including glacé, sec and confiserie variée, to <b>recipe specifications</b>  |
| <ul style="list-style-type: none"> <li>• using traditional, classical and modern skills and <b>techniques</b></li> <li>• using <b>culinary science</b></li> <li>• using contemporary styles</li> </ul> |
| 1.3 carry out <b>quality checks</b> during production of petits fours  |
| 1.4 identify potential faults for a range of petits fours  |
| 1.5 correct products that do not meet quality requirements   |

|   |
|---|
| <b>Range</b>  |
| <b>Professional practices</b>   |
| Appearance, health and safety, working to set timescales adjusting as necessary |
| <b>petit fours</b>  |
| Glacé: fruit desguises, fruit au caramel, fondant dips, Carolines au chocolat   |

Sec: macaroon, carre de vigne, Rothchilds, boules de neige, Florentines  
Confiserie variée: Turkish delight, fudge, nougat montelimar, dipped chocolate, moulded chocolates truffles

### Recipe specifications

Methodology, commodity specification (eg gluten content of flour), exact quantities, timings, presentation details, photographs, specialist equipment

### Techniques

Cooking sugar to the correct temperature, piping, precision cutting, colouring, addition of flavour, moulding, tempering chocolates, aeration

### Culinary science

e.g. fat: flour ratios, inversions, humidity controls, gels, fast freezing, methocyl, science behind soufflés, foams, stabilisers, emulsifiers

### Quality checks

Degree of cooking, proportions, size, precision, appearance, flavour, aroma, temperature, colour, consistency, freshness, texture.

### Learning outcome

The learner will:

2. understand how to produce petits fours

### Assessment criteria

The learner can:

- 2.1 explain techniques for the production of petits fours, including
  - Importance of consistency
  - Traditional, classical and modern skills and techniques
  - Culinary science
  - contemporary styles
- 2.2 list appropriate flavour combinations
- 2.3 explain considerations when balancing ingredients in recipes for petits fours
- 2.4 explain the effect of **preparation and cooking methods** on the end product
- 2.5 describe how to control time, temperature and environment to achieve desired outcome when producing petits fours.

### Range

#### Preparation and cooking methods

Colour of finished product, texture, flavour, aroma, yield

### Learning outcome

The learner will:

|   |
|---|
| 3. be able to finish petits fours   |
| <b>Assessment criteria</b>  |
| The learner can:  |
| 3.1 <b>finish</b> petits fours <ul style="list-style-type: none"> <li>• Using traditional, classical and modern <b>skills</b> and techniques</li> <li>• Using <b>culinary science</b></li> <li>• Using contemporary styles</li> </ul> |
| 3.2 check the finished product meets dish requirements  |
| 3.3 present products to meet <b>styles</b> of service   |
| 3.4 <b>store</b> petits fours correctly   |

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| <b>Range</b>   |
| <b>Finish</b><br>Dipping, moulding, piping, rolling, cutting, spreading, glazing, using acetate/guilding               |
| <b>skills</b><br>Use tools and equipment with precision and speed, refinement of techniques                            |
| <b>culinary science</b><br>eg dehydration, emulsification, crystallisation   |
| <b>Styles</b><br>Style of service: restaurant, banquet, buffet   |
| <b>Store</b><br>Temperature and humidity controlled, date labelling, covered, position, stock rotation, vacuum packing |

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| <b>Learning outcome</b>  |
| The learner will:  |
| 4. understand how to finish petit fours  |
| <b>Assessment criteria</b>   |
| The learner can:   |
| 4.1 identify relevant fillings, glazes, creams and icings for petits fours                     |
| 4.2 identify ingredients in petits fours that may cause allergic reactions                     |
| 4.3 calculate food costs for producing petits fours  |
| 4.4 <b>explain</b> how food costs and other factors affect profit when producing petits fours. |

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|--|
| <b>Range</b>   |
| <b>Explain</b><br>To Include: evaluate – measure and compare against quality standards |

## Unit 322            Produce petits fours

### Supporting information

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

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| <b>UAN:</b>  | L/506/1760   |
| <b>Level:</b>                                      | 3  |
| <b>Credit value:</b>                               | 4  |
| <b>GLH:</b>  | 38   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st   |
| <b>Unit aim</b>                                    | This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:   |
| 1. be able to To Include: evaluate – measure and compare against quality standards  |
| <b>Practical Skills</b>   |
| The learner can:  |
| 1.1 perform operations in line with current <b>professional practices</b>   |
| 1.2 produce <b>paste products to recipe specifications</b> :  |
| <ul style="list-style-type: none"> <li>• using traditional, classical and modern skills and techniques</li> <li>• using <b>culinary science</b></li> <li>• using contemporary styles</li> </ul> |
| 1.3 carry out <b>quality checks</b> during production of paste products   |
| 1.4 identify potential faults for a range of paste products   |
| 1.5 correct products that do not meet quality requirements.   |

|  |
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| <b>Range</b>   |
| <b>Professional practices</b><br>Appearance, health and safety, working to set timescales adjusting as necessary |
| <b>Paste products</b><br>Sweet, puff, choux, sablé, hot water, strudel, filo, linzer, short pastry               |
| <b>Recipe specification</b>  |



Methodology, commodity specification (eg gluten content of flour), exact quantities, timings, presentation details, photographs, specialist equipment

### **Culinary science**

eg adding fat to flour, fermentation, use of gelling agents, aeration types, effect on gluten, viscosity, emulsification, de-extrication

### **Quality checks**

Appearance, flavour, aroma, temperature, colour, consistency, freshness, texture, degree of cooking, proportions, precision.

### **Learning outcome**

The learner will:

2. understand how to produce paste products

### **Practical Skills**

The learner can:

- 2.1 explain **techniques** for the production of paste products to include:
  - construction
  - traditional, classical and modern skills and techniques
  - culinary science
  - contemporary styles
- 2.2 list appropriate flavour combinations
- 2.3 explain **considerations when balancing ingredients** in recipes for paste products
- 2.4 explain the effect of **preparation** and cooking methods on the end product
- 2.5 describe how to control time, temperature and environment to achieve desired outcome when producing paste products.

### **Techniques**

Glazing (fondant, chocolate, fruit, neutral, icing sugar), lattice, piping, quadrillage (branding with hot iron), scoring (pithivier), moulding paste

### **Considerations when balancing ingredients**

Too much flour leading to dry and heavy paste, the balance of fat to flour to enhance and change the texture of pastry

### **Preparation methods**

Lamination, stretching of paste for strudel, creaming, emulsification

### **Learning outcome**

The learner will:

3. be able finish paste products

### **Practical Skills**

The learner can:

- 3.1 **finish** paste products
  - using **construction techniques**
  - using traditional, classical and modern **skills** and techniques
  - using **culinary science**
  - using contemporary styles
- 3.2 check the finished product meets dish requirements
- 3.3 present products to meet styles of service
- 3.4 present products to meet styles of service
- 3.5 **store** paste products correctly.

**Finish**  
 Methods include use of fondant, quadrillage, apricot glaze, chocolate, scoring, lattice, caramelisation

**Construction techniques**  
 E.g. croque-en-bouche, mille-feuille, St Honore, gateaux religieux

**Skills**  
 Use tools and equipment with precision and speed, refinement of techniques

**Culinary science**  
 Eg effects of gelling agents, emulsification, quadrillage, stabilisation, pectants, water holding capacity, foams

**Storage procedures**  
 Temperature and humidity control, date, labelling, covered, position, stock rotation

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| <b>Learning outcome</b>  |
| The learner will:  |
| 4. understand how to finish paste products and the factors to consider when producing paste products |
| <b>Practical Skills</b>  |
| The learner can:   |
| 4.1 identify <b>fillings</b> , glazes, creams and icings for paste products                          |
| 4.2 identify ingredients in paste products that may cause allergic reactions                         |
| 4.3 calculate food costs for producing paste products  |
| 4.4 <b>explain</b> how food costs and other factors affect profit when producing paste products.     |

**Fillings**

Chocolate, fruit (fresh/dry), creams, frangipane, ganache, chibouste, mousseline, diplomat, praline, bavarois/mousse, lemon curd, meringue, savoury, savoury jellies

Sauces; chocolate, caramel, sauce Anglaise, fruit coulis

**Explain**

Include evaluate: measure and compare against quality standards

## Unit 324

## Produce hot, cold and frozen desserts

|  |   |
|--|---|
| <b>UAN:</b>  | K/506/1748  |
| <b>Level:</b>                                      | 3   |
| <b>Credit value:</b>                               | 6   |
| <b>GLH:</b>  | 50  |
| <b>Relationship to NOS:</b>                        | N/SVQ in Professional Cookery: 3FPC12/10, 3FPC13/10<br>N/SVQ in Hospitality Supervision and Leadership (NVQ): HSL30, HSL4   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st  |
| <b>Aim:</b>  | This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish hot, cold and frozen desserts for service. |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. be able to produce hot cold and frozen desserts  |
| <b>Practical Skills</b>  |
| The learner can:<br>1.1 perform operations in line with current <b>professional practices</b><br>1.2 <b>produce hot, cold and frozen desserts to recipe specifications</b> <ul style="list-style-type: none"><li>• using traditional, classical and modern <b>skills</b> and techniques</li><li>• using <b>culinary science</b></li><li>• using contemporary <b>styles</b></li></ul> 1.3 carry out <b>quality checks</b> during production of hot, cold and frozen desserts<br>1.4 identify potential faults for a range of hot, cold and frozen desserts<br>1.5 correct dishes that do not meet quality requirements. |

|  |
|--|
| <b>Range</b>   |
| <b>Professional practices</b><br>Appearance, health and safety, working to set timescales adjusting as necessary |

### Hot desserts

Clafoutis, strudel, gratins, soufflés, extensions of puddings (cabinet, plum pudding, date pudding), riz a la Francais, Charlottes, extension of crêpes (eg Normandes, Parisienne, soufflé), hot fruit compôtes, modern trends (eg fondants, crumbles, warm almond cake), extensions of beignets (eg fruit, cheese), extensions of tarts (eg chocolate, Alsacienne).

### Cold desserts

Mousse cakes, mousse torte, extensions of bavarois (eg fruit, vanilla, en rubane), Charlottes, entremets, crème chibouste, cold rice, cold soufflé, oeufs à la neige, brulee, beau rivage, fruit compotes

### Frozen desserts

Extensions of ice creams (eg fruit based, flavoured with alcohol), ice soufflé, water ices, sorbets, granites, parfaits, bombes, biscuits glacés, omelette soufflé surprise

### Recipe specifications

Methodology, commodity specification (eg types of chocolate and setting agents, fat content of creams), exact quantities, balancing ingredients, timings, presentation details, photograph, equipment required portion control, yield, garnishes, produce and use fillings and sauces (fillings: crème diplomat, crème mousseline, frozen and set inserts, mousses, bavarois, fruits

Sauces: caramel, chocolate, fruit coulis, syrups, foams (hot and cold), sabayon

### Quality checks

Degree of cooking, proportions, precision, appearance, flavour, aroma, temperature, colour, consistency, freshness, texture

### Learning outcome

The learner will:

2. finish hot cold and frozen desserts

### Practical skills

The learner can:

- 2.1 explain **techniques** for the production of hot, cold and frozen desserts, including
  - traditional, classical and modern **skills** and techniques
  - culinary science
  - contemporary styles
- 2.2 list appropriate flavour combinations
- 2.3 explain **considerations when balancing ingredients** in recipes for hot, cold and frozen
- 2.4 explain the effect of preparation and cooking methods on the end product

2.5 describe how to control time, temperature and environment to achieve desired outcome when producing hot, cold and frozen desserts.

### **Range**

#### **Techniques**

Soufflés, pate a bombe, iced parfait, construction of mousse cakes (entremets), and decorations, sugar cooking and decorations for desserts, plating desserts

#### **Skills**

Use tools and equipment with precision and speed, refinement of techniques

#### **Considerations when balancing ingredients**

Scaling, quality, consistency, portion control, compatibility of colour, texture and flavours

Effect of preparation and cooking methods

Colour, texture, flavour, aroma, yield

#### **desired outcome**

Evaluate – measure and compare against quality standards

### **Learning outcome**

The learner will:

3. be able to finish hot, cold and frozen desserts

#### **Practical skills**

The learner can:

3.1 finish hot, cold and frozen desserts

- using traditional, classical and modern skills and techniques
- using culinary science
- using contemporary styles

3.2 check the finished product meets dish requirements

3.3 present dishes to meet styles of service

3.4 store hot, cold and frozen desserts correctly.

### **Range**

#### **Finish**

Includes decorating.

Cooked sugar/isomalt (bubble, piped, pulled, spun, poured), glazing, piping, chocolate (motifs, piped, acetate), use of biscuit/tuilles, fruit crisps, nougatine, chocolate tempering

#### **Culinary science**

E.g. dehydration, emulsification, crystallisation

**Styles**

Style of establishment; guéridon, plated service, trolley service

**Store**

Storage procedures to include temperature and humidity controlled, date labelling, covered, position, stock rotation, vacuum packing

**Learning outcome**

The learner will:

4. understand how to finish and factors to consider when producing hot, cold and frozen desserts

**Practical skills**

The learner can:

- 4.1 identify **fillings and refined sauces** for hot, cold and frozen desserts
- 4.2 identify ingredients in hot, cold and frozen desserts that may cause allergic reactions
- 4.3 calculate food costs for producing hot, cold and frozen dessert
- 4.4 explain how food costs and other factors affect profit when producing hot, cold and frozen desserts.

**Range****Fillings and refined sauces**

Crème diplomat, crème mousseline, chocolate sauce, lemon cream, foams, sabayons, glazes, ganache, fruit sauces

## **Unit 324            Produce hot, cold and frozen desserts**

### Supporting information

#### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## Unit 325

## Produce biscuits, cake and sponges

|  |   |
|--|---|
| <b>UAN:</b>  | F/506/1738  |
| <b>Level:</b>                                      | 3   |
| <b>Credit value:</b>                               | 6   |
| <b>GLH:</b>  | 49  |
| <b>Relationship to NOS:</b>                        | N/SVQ in Professional Cookery: 3FPC5/10<br>N/SVQ in Hospitality Supervision and Leadership (NVQ): HSL30, HSL4   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st  |
| <b>Aim:</b>  | 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. |

### Learning outcome

The learner will:

1. be able to produce biscuits cakes and sponges

### Practical Skills

The learner can:

- 1.1 perform operations in line with current **professional practices**
- 1.2 produce **biscuits, cakes and sponges to recipe specifications**
  - using construction techniques
  - using traditional, classical and modern **skills and techniques**
  - using **culinary science**
  - using contemporary styles
- 1.3 carry out quality checks during production of biscuits, cakes and sponges
- 1.4 identify potential faults for a range of biscuits, cakes and sponges
- 1.5 correct products that do not meet **quality requirements**

### Range

#### Professional practices

Appearance, health and safety, working to set timescales adjusting as necessary

**Produce**

Preparation methods include tempering couverture, moulding marzipan, aeration (chemical, combination, mechanical), separated egg sponge method

**Biscuits**

Tuiles (coconut, almond, dentelle, grue de cacao), sable, Viennese, Japonaise, Dutch biscuits

**Cakes and sponges**

Sugar batter (eg Madeira, fruit, pain de gene, lemon cake, banana cake), melting method (eg parkin, chocolate brownies, bannocks), flour batter (eg muffins, Madeleines), fatless sponge (eg Swiss roll, roulades, dacquoise, Japonnaise), separated egg (eg biscuit jaconde, sacher sponge), whole egg foams (eg genoise), aerated egg white method (eg. Financiers), miscellaneous (eg Welsh cakes, pain d'epice)

**Recipe specifications**

Methodology, commodity specification (eg types of flour and sugar, frozen, fresh or dehydrated egg), exact quantities, timings, presentation details, photographs, equipment required

**Skills**

Use tools and equipment with precision and speed, refinement of techniques

**Techniques**

Couverture (motifs, acetate, piped, cigarettes), glazes, marzipan, croquant, run outs, piping creams

**Culinary science**

Eg sugar ratio, sponge emulsifiers, gluten in flour, types of flour, fat: flour ratios, glycerine, fat on shelf life, effects of baking powder, exfotes, enfotes

**Quality points**

Appearance, flavour, aroma, temperature, colour, consistency, freshness, texture, degree of cooking, proportions, precision

**Learning outcome**

The learner will:

2. understand how to produce biscuits, cakes and sponges

**Practical skills**

The learner can:

- 2.1 explain **techniques** for the production of biscuits, cakes and sponges, including
  - construction
  - traditional, classical and modern skills and techniques

|  |
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| <ul style="list-style-type: none"> <li>• culinary science</li> <li>• contemporary styles</li> </ul> <p>2.2 list appropriate flavour combinations</p> <p>2.3 explain <b>considerations when balancing ingredients</b> in recipes for biscuits, cakes and sponges</p> <p>2.4 explain the <b>effects of preparation and cooking methods</b> on the end product</p> <p>2.5 describe how to control time, temperature and environment to achieve <b>desired outcome</b> when producing biscuits, cakes and sponges.</p> |
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|   |
|---|
| <b>Range</b>  |
| <p><b>Techniques</b><br/>         Couverture (motifs, acetate, piped, cigarettes), glazes, marzipan, croquant, run outs, piping creams</p> <p><b>Considerations when balancing ingredients</b><br/>         Extra sugar leading to darker baked product with closer texture, too much liquid content leading to sunken cakes and lack of volume, lack of sugar leading to a smaller volume and heavy texture of the finished cake, balancing ingredients using a formula to identify each ingredient in terms of percentage rather than metric weight</p> <p><b>Effects of preparation methods</b><br/>         Tempering couverture, moulding marzipan, aeration (chemical, combination, mechanical), separated egg sponge method</p> <p><b>Effect of cooking/treating methods</b><br/>         Tempering couverture, starch within flour, raising agents, enzyme breakdown in fruits and starches</p> <p><b>desired outcome</b><br/>         evaluate – measure and compare against quality standards</p> |

|   |
|---|
| <b>Learning outcome</b>   |
| <p>The learner will:</p> <p>3. understand how to produce biscuits, cakes and sponges</p>  |
| <b>Practical skills</b>   |
| <p>The learner can:</p> <p>3.1 finish biscuits, cakes and sponges</p> <ul style="list-style-type: none"> <li>• using construction techniques</li> <li>• using traditional, classical and modern skills and techniques</li> <li>• using culinary science</li> <li>• using contemporary styles</li> </ul> <p>3.2 present products to meet styles of service</p> <p>3.3 store biscuits, cakes and sponges correctly.</p> |

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| <b>Range</b>   |
| <p><b>Culinary science</b><br/>Eg effects of temperature/ humidity on fondants, stabilisers in cream, emulsification for ganache</p> <p><b>Storage procedures</b><br/>Temperature and humidity control, date, labelling, covered, position, stock rotation</p> |

|  |
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| <b>Learning outcome</b>  |
| The learner will:  |
| 4. understand how to finish and evaluate biscuits, cakes and sponges                                   |
| <b>Practical skills</b>  |
| The learner can:   |
| 4.1 identify <b>fillings</b> , glazes, creams and icings for biscuits, cakes and sponges               |
| 4.2 identify ingredients in biscuits, cakes and sponges that may cause allergic reactions              |
| 4.3 calculate food costs for producing biscuits, cakes and sponges                                     |
| 4.4 explain how food costs and other factors affect profit when producing biscuits, cakes and sponges. |

|   |
|---|
| <b>Range</b>  |
| <p><b>Fillings</b><br/>Ganache, chibouste, mousseline, diplomat, praline, bavarois/mousse, lemon curd, preserve/fresh fruit, continental butter cream</p> |

# Unit 325            Produce biscuits, cake and sponges

## Notes for guidance

It should be recognised that candidates working towards the Advanced Professional Cookery Qualification at Level 3 are likely to have completed a Level 2 Professional Cookery Qualification or have extensive experience in the industry.

By whatever path a candidate comes to be studying, it is important that they are aware of the level of commitment required to become a successful chef. It should be made clear that professional standards are essential and that demonstrating good practice and behavioural attitudes are vital for anyone looking for a career within the catering industry. Good attendance and punctuality should reflect the expectations of employers. Successful teamwork will depend on the efforts of each individual.

It will be apparent that many commodities are expensive and should they not be available within the learning environment additional practice must be obtained through the provision of work experience within the industry to broaden knowledge expertise and experience of the commodities methods and skills in the listed range.

This unit is primarily a practical unit but it may be possible to cover each outcome differently, for example outcome 1 is a preparation outcome and may be able to be covered in a specific patisserie session(s). Outcome 2 could be addressed through a mixture of taught practical sessions as well as sessions in the RWE (although this is not essential/compulsory).

Trips to exhibitions, restaurants, DVD, Internet, books television programmes could also form part of the candidate's experiences. However practical skill demonstration and practice should be the main focus of this unit and although modern techniques skills and combination of flavours should be taught classical dishes will also provide an appropriate backdrop.

The candidates should be encouraged to enter competitions or visit appropriate competitions at the right level.

Practical work experience will be of benefit for candidates to demonstrate their abilities in a real life environment and build their confidence and pace. Work placements should be encouraged in local restaurants, cafes, pubs and hotels. Equally, guest speakers from local employers and visits to local restaurants, hotels and conferences should be encouraged to ensure teaching and learning is contemporary with industrial trends.

It is essential that the delivery of this unit is not solely designed to equip candidates to successfully complete the external assessment. The teaching must encompass wider learning opportunities demonstrating depth, coherence and highlighting valid conclusions.

## Unit 326

## Produce display pieces and decorative items

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|--|--|
| <b>UAN:</b>  | Y/506/1745   |
| <b>Level:</b>                                      | 3  |
| <b>Credit value:</b>                               | 5  |
| <b>GLH:</b>  | 39   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st SSC for hospitality leisure, travel and tourism   |
| <b>Aim:</b>  | This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish decorative items. |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. be able to produce display pieces and decorative items  |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 perform operations in line with current <b>professional practices</b><br>1.2 design display pieces and decorative items for production<br>1.3 produce display pieces and decorative items to design specifications <ul style="list-style-type: none"><li>• Using construction techniques</li><li>• Using traditional, classical and modern skills and techniques</li><li>• Using culinary science</li><li>• Using contemporary styles</li></ul> 1.4 carry out <b>quality checks</b> during production of display pieces and decorative items<br>1.5 identify potential faults for a range of display pieces and decorative items<br>1.6 correct pieces and items that do not meet quality requirements. |

|   |
|---|
| <b>Range</b>  |
| <p><b>Professional practices</b><br/>Appearance, health and safety, working to set timescales adjusting as necessary</p> <p><b>Quality checks</b><br/>Degree of cooking, proportions, size, precision, appearance, temperature, colour, consistency</p> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>2. understand how to produce display and decorative items  |
| <b>Assessment criteria</b>  |
| <p>The learner can:</p> <p>2.1 explain <b>techniques</b> for the production of display pieces and decorative items, including</p> <ul style="list-style-type: none"> <li>• • Construction techniques</li> <li>• • Traditional, classical and modern skills and techniques</li> <li>• • Culinary science</li> <li>• • Contemporary styles</li> </ul> <p>2.2 explain key design <b>considerations</b> for display pieces and decorative items</p> <p>2.3 describe how to control time, temperature and environment to achieve desired outcome when producing display pieces and decorative items.</p> |

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| <b>Range</b>   |
| <p><b>Techniques</b><br/>Addition of colours and flavours, use of setting agents, sugar boiling, chocolate tempering, extension of piping, extension of moulding</p> <p><b>Considerations</b><br/>Evaluate, measure and compare against quality standards.</p> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. be able to finish display pieces and decorative items   |
| <b>Assessment criteria</b>  |
| <p>The learner can:</p> <p>3.1 <b>finish</b> display pieces and decorative items</p> <ul style="list-style-type: none"> <li>• • Using construction techniques</li> <li>• • Using traditional, classical and modern skills and techniques</li> <li>• • Using culinary science</li> </ul> |



- • Using contemporary styles
- 3.2 check the finished product meets dish requirements
- 3.3 **store** display pieces and decorative items correctly.

|   |
|---|
| <b>Range</b>  |
| <b>Finishing methods</b><br>Cooked sugar/isomalt (bubble, piped, pulled, spun, poured), piping, chocolate (motifs, piped, acetate), nougatine |
| <b>Storage procedures</b><br>Temperature and humidity controlled, date labelling, covered, position, stock rotation, vacuum packing           |
| <b>Advanced skills</b><br>Use tools and equipment with precision and speed, refinement of techniques  |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>4. understand how to finish and the costs of producing display pieces and decorative items   |
| <b>Assessment criteria</b>  |
| The learner can:<br>4.1 describe finishes for display pieces and decorative items<br>4.2 calculate costs for producing display pieces and decorative items. |

# Unit 326 Produce display pieces and decorative items

## Supporting information

### Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NOF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the

- Level 3 Diploma in Hospitality Supervision and Leadership (NVQ)
- Level 3 N/SVQ in Professional Cookery.

See individual units for specific links.

### Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales (from September 2010).

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside this qualification.

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|--|--|
| <b>UAN:</b>  | Y/506/1728   |
| <b>Level:</b>                                      | 3  |
| <b>Credit value:</b>                               | 11   |
| <b>GLH:</b>  | 60   |
| <b>Relationship to NOS:</b>                        | This unit is linked to the Hospitality and Catering NOS.   |
| <b>Endorsement by a sector or regulatory body:</b> | This unit is endorsed by People1st   |
| <b>Aim:</b>  | The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of the dining experience. It covers the influences of the impact of gastronomy including cultural, religious, geographic location, transportation of commodities, science and technology. Candidates will also investigate suppliers of produce, and understand the benefits of sourcing food locally where possible. The candidate will need to evaluate the factors that contribute to a dining experience and how customer needs differ. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:   |
| 1. be able to understand the influences on eating and drinking culture                              |
| <b>Practical Skills</b>   |
| The learner can:  |
| 1.1 evaluate <b>dining experiences</b>  |
| 1.2 investigate the supply of commodities   |
| 1.3 define the term <b>gastronomy</b>   |
| 1.4 identify the <b>factors</b> that make a good dining experience                                  |
| 1.5 identify different <b>meal types</b> and <b>dining experiences</b>                              |
| 1.6 explain the <b>relationship</b> between customer needs and different types of dining experience |
| 1.7 identify the types of <b>beverages</b> that complement different foods                          |
| 1.8 explain the influences of different <b>cultures/religions</b> on eating and drinking            |

- 1.9 explain how **science and technology** have affected eating and drinking
- 1.10 explain the influence **changes in lifestyles** have had on eating and drinking
- 1.11 describe the influence of the **media** on eating and drinking
- 1.12 describe the contributions of **individuals** who have made significant impact on professional cookery
- 1.13 explain the **considerations** to take into account when choosing suppliers
- 1.14 describe the effect **geography** has on local produce
- 1.15 explain the impact that the development of **transport/ transportation** has had on food.

## Range

### Dining experiences

Fine dining, pub restaurants, traditional pubs, bistros, brasseries, chains, themes, ethnic, fast food, take away, institutional

### Gastronomy

The influences on eating and drinking, the relationship between culture and food, art and/or science of eating and drinking

### Factors

Setting, ambience, menu, food, drink, food service, wine service, style (design), reception, technical ability and awareness, execution, perceived value

### Meal types

Breakfast, lunch, afternoon tea, dinner

### Dining experiences

Fine dining, pub restaurants, traditional pubs, bistros, brasseries, chains, themes, ethnic, fast food, take away, institutional

### Relationship

Value and worth, hierarchy of need, perceptions and expectations, reputation, consistency, standardisation (maintaining)

### Beverages

Alcoholic/non-alcoholic

### Cultures/religions

Related skills/methods/foods: British, French, Italian, Indian, Chinese, pan Asian, Middle Eastern, South American, USA, Eastern European, etc

Taboo foods (pork, beef, shellfish, alcohol), methods of preparation of commodities (halal, kosher), religious meaning/importance of different foods, different etiquettes of eating and drinking

**Science and technology**

Shorter ripening times, reduction of fat content in livestock, increased resistance to pests/disease, increased use of fertilisers, increased yields, increased shelf life, GM foods, irradiated foods, intensive farming, ready meals (for individuals/commercial businesses)

**Changes in lifestyles**

Increase consumption of ready meals, takeaway, supermarket shopping, healthy eating initiatives, organic food, vegetarianism, tourism, fashions/fads, increase in eating out, availability and appreciation of fine foods, income/economy

**Media**

Television, radio, books, magazines, newspapers, internet

**Individuals**

Chefs, food writers, restaurateurs

**Considerations**

Quality/flavour of produce, cost-effectiveness, terms of supply, supply meets demand, hygiene, HACCP, reputation, reliability, ethical considerations (production methods, food miles, sustainability, fair-trade) appropriateness for purpose, impact (economy, environment, quality), opportunities (seasonality, flavour, quality, marketing potential)

**Geography**

Climate, soil, lakes, river, sea, terrain

**Transport/transportation**

Different types of transportation, different ways of transportation, availability of commodities

## Unit 327 Exploring gastronomy

### Notes for guidance

This unit is about the 'whole meal' experience including dining, and it is likely that candidates will have a variety of experiences. Candidates are encouraged to visit different dining establishments offering different sorts of cuisine. This will enable the candidate to gain an appreciation of the relationship between food and different cultures and help them appreciate the different styles of service and the relationships between customer expectations and value for money.

Encouraging candidates to eat out and view food from a customer's prospective would also be beneficial and it may be possible for candidates to eat in different types of establishments and share those experiences almost like a mystery diner experience with set evaluation criteria so the group could present to each other their experience in a presentation situation.

Some of the delivery is best delivered in practical context where candidates could prepare and cook dishes from other cultures and experiment with fusion style cookery; taste different types of commodities and test different meal types.

Some of the delivery should be classroom based where the knowledge requirements demand this approach, for example on the subjects of:

- Geography in relationship to not only such topics as climate but also religious and cultural influences,
- Transportation of food and the impact that this has upon the availability of food items,
- Science and technologies' influence on the quality of commodities and trends in the current climate, for example the increase in popularity of mutton since the outbreak of Foot and Mouth a few years ago and the campaign that followed.
- Changes to people's lifestyle and how this has affected people eating habits as well as their expectation about the type of food they want to eat and the variety of food available.

On the delivery of the beverage aspect of the unit, guest speakers (for example on speciality teas, coffee drinks, chocolate) are encouraged. For alcoholic drinks learners will need to have a broad understanding of wines and spirits as well as mixtures for example cocktails and the ingredients used to produce these drinks. The candidates will need to gain an appreciation of presentation of different drinks including accompaniments, glasses and mixing techniques.

With ever increasing customer expectations and media coverage of the food chain, the purchasing of commodities and their importance not only to the finished dish and cost but also to the customers has never been greater. It is important that Chefs have an appreciation of the commodities used and the link between the food item the environment and the customer.

Guest speakers from local employers and visits to local restaurants, hotels and conferences should be encouraged to ensure teaching and learning is contemporary with industrial trends.

Practical tasks could be used to consider the quality and flavour of food particularly speciality produce. Theory lessons should include the economical aspects of food transportation and the impact that this has again upon the environment and quality of food.

If candidates visit different establishments with careful planning it would be logical for them to consider, review and evaluate prices charged to the customers, willingness to pay when they are confident of food sources and any impact that this has on price and quality.

The internet provides a good source of study for candidates on different types of commodities and the premium paid for speciality produce. It will also provide a potential useful source of identifying produce and enable them to consider the benefits of purchasing locally and the impacts that this has upon the economy, environment, quality, menu selection and the opportunities that this presents to establishments.

It is essential that the delivery of this unit is not solely designed to equip candidates to successfully complete the external assessment. The teaching must encompass wider learning opportunities demonstrating depth, coherence and highlighting valid conclusions.



## 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.

This [these] qualification[s] has [have] connections to the:

- Level 2 N/SVQ in Writing Handbooks
- Level 3 Certificate in Editing Handbooks
- Level 2 Award in Proof Reading

### Literacy, language, numeracy and ICT skills development

This [these] qualification[s] can develop skills that can be used in the following qualifications:

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

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- 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.

## Useful contacts

|   |  |
|---|--|
| <b>UK learners</b><br>General qualification information   | T: +44 (0)844 543 0033<br>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>  |
| <b>International learners</b><br>General qualification information  | T: +44 (0)844 543 0033<br>F: +44 (0)20 7294 2413<br>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>  |
| <b>Centres</b><br>Exam entries, Certificates,<br>Registrations/enrolment, Invoices,<br>Missing or late exam materials,<br>Nominal roll reports, Results   | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>  |
| <b>Single subject qualifications</b><br>Exam entries, Results, Certification,<br>Missing or late exam materials,<br>Incorrect exam papers, Forms<br>request (BB, results entry), Exam<br>date and time change | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>F: +44 (0)20 7294 2404 (BB forms)<br>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a> |
| <b>International awards</b><br>Results, Entries, Enrolments,<br>Invoices, Missing or late exam<br>materials, Nominal roll reports   | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>  |
| <b>Walled Garden</b><br>Re-issue of password or username,<br>Technical problems, Entries, Results,<br>e-assessment, Navigation,<br>User/menu option, Problems   | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>  |
| <b>Employer</b><br>Employer solutions, Mapping,<br>Accreditation, Development Skills,<br>Consultancy  | T: +44 (0)121 503 8993<br>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>  |
| <b>Publications</b><br>Logbooks, Centre documents,<br>Forms, Free literature  | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413   |

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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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