

Level 2/3 Certificate in General Patisserie and Confectionery (7120-12) (7120-13)

Qualification handbook for centres
(501/0071/3) (501/0072/5)



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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 2 \ Level 3 Certificate in General Patisserie and Confectionery
City & Guilds qualification number	7120-12, 7120-13
Qualification accreditation number	501/0071/3, 501/0072/5
Last registration date	31/07/2013, 31/07/2013
Last certification date	31/07/2016, 30/07/2015

This vocationally related qualification has been designed by City & Guilds in order to:

- meet the needs of candidates who work or want to work as professional chefs in the Catering and Hospitality sector
- support Government initiatives towards the Qualifications Credit Framework (QCF). For further information on the QCF, visit the QCDA website www.qca.org.uk and www.openquals.org.uk
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the Catering and Hospitality sector
- contribute to the knowledge and understanding towards the related Level 2 NVQs in Food preparation and cooking (7131), Level 2 NVQs in Food Processing and Cooking (7132) and Level 2 NVQ in Professional cookery (7133), whilst containing additional skills and knowledge which go beyond the scope of the National Occupational Standards (NOS). See the NVQ Relationship mapping for further details.

This qualification functions

- as a stand alone qualification, accredited as part of the QCF at Level 2 / Level 3
- as a valuable accreditation of skills and/or knowledge for candidates without requiring or proving occupational competence

1.1 Qualification structure

To achieve the Level 2 Certificate in General Patisserie and Confectionery, learners must achieve 14 credits. All the Level 2 units are mandatory.

To achieve the Level 3 Certificate in General Patisserie and Confectionery, learners must achieve 31 credits. All the Level 3 units are mandatory.

The table below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and credits.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
L/601/6506	Unit 213	Produce hot and cold desserts and puddings	Mandatory for Level 2	3
Y/601/6508	Unit 214	Produce paste products	Mandatory for Level 2	3
A/601/6503	Unit 215	Produce biscuit, cake and sponge products	Mandatory for Level 2	4
J/601/6505	Unit 216	Produce fermented dough products	Mandatory for Level 2	4
L/601/6568	Unit 308	Produce fermented dough and batter products	Mandatory for Level 3	4
A/601/6565	Unit 309	Produce petit fours	Mandatory for Level 3	6
K/601/6562	Unit 310	Produce paste products	Mandatory for Level 3	4
J/601/6567	Unit 311	Produce hot, cold and frozen desserts	Mandatory for Level 3	6
R/601/6569	Unit 312	Produce biscuits, cakes and sponges	Mandatory for Level 3	6
R/601/6572	Unit 313	Produce display pieces and decorative items	Mandatory for Level 3	5

1.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 NVQs in Food Preparation and Cooking (7131) and Level 2 NVQs in Food Processing and Cooking (7132)
- Level 3 Diploma in Advanced General Cookery (7100)
- Level 3 Diploma in Professional Patisserie & Confectionery (7120)
- Level 3 Diploma in Hospitality Supervision and Leadership (7250).

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Qualification Handbook (7120-12) (7120-13)	Downloadable from website Sales stock reference: SPO27120
Assessment pack (7120-12) (7120-13)	Downloadable from website Sales stock reference: ENO27120
Answer pack (7120-12) (7120-13)	Downloadable from website
Promotional materials	Downloadable from website
Approval forms	Available from City & Guilds regional offices

2 Centre requirements

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 already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2/3 Diploma in Professional Cookery (7100-02) (7100-82) (7100-03) (7100-83) may apply for approval for the Level 2/3 Certificate in General Patisserie and Confectionery (7120-12) (7120-13) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification(s) using the fast track form

- 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 fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 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 an 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.

Human resources

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 verifiers

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.

2.2 Candidate 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

There are no age limits attached to candidates undertaking the qualification(s) unless this is a legal requirement of the process or the environment. Candidates under the age of 18 are not allowed to use some types of food slicing equipment without supervision eg gravity fed slicing machines. It is essential that all candidates are made aware of the health and safety issues whilst working in a kitchen environment and candidates should always be supervised.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

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

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

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which best meets the needs and capabilities of their candidates and satisfies the requirements of the qualification

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

For further information to assist with the planning and development of the programme, please refer to the following:

- Delivery strategies are included in each unit

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
213	Produce hot and cold desserts and puddings	Individual practical tasks. Underpinning knowledge short answer tests	Level 2 Assessment pack Stock code: EN127120
214	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.	Level 3 Assessment pack Stock code: EN137120
215	Produce biscuit, cake and sponge products		Level 2/3 Qualification Handbook
216	Produce fermented dough products		Stock code: SP127120
		Externally set assessments, locally marked and externally verified.	
308	Produce fermented dough and batter products	Individual practical tasks Underpinning knowledge short answer tests.	
309	Produce petits fours		
310	Produce paste products	The above practical assessments will cover all the activities in the outcomes and sample the underpinning knowledge to verify coverage of the units.	
311	Produce hot, cold and frozen desserts		
312	Produce biscuits, cakes and sponges		
313	Produce display pieces and decorative items	Externally set assessments, locally marked and externally verified.	

4.2 Evidence requirements

Time constraints

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

- Candidates must be assessed within a realistic time limit.
- 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.
- Any guidance on set time constraints for assessments have been included within assignments (see Assignment Handbook)

Grading and marking

The assignment tasks should be presented to candidates as required, and only when candidates are judged ready for assessment. Assignments 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 assignments 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.

4.3 Recognition of prior learning (RPL)

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

City & Guilds will recognise achievement of unit/qualifications through other Awarding Bodies which have the same content and assessment. However, a charge will apply (see Directory page).

5 Units

Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

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

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit accreditation number
- 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.

Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
Level 2			
213	Produce hot and cold desserts and puddings	L/601/6506	3
214	Produce paste products	Y/601/6508	3
215	Produce biscuit, cake and sponge products	A/601/6503	4
216	Produce fermented dough products	J/601/6505	4
Level 3			
308	Produce fermented dough and batter products	L/601/6568	4
309	Produce petit fours	A/601/6565	6
310	Produce paste products	K/601/6562	4
311	Produce hot, cold and frozen desserts	J/601/6567	6
312	Produce biscuits cakes and sponges	R/601/6569	6
313	Produce display pieces and decorative items	R/601/6572	5

Unit 213

Produce hot and cold desserts and puddings

Level: 2
Credit value: 3
UAN: L/601/6506

Unit aim

This unit covers the preparation, cooking and finishing of hot and cold desserts and puddings for service in restaurants and to paying customers.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook cold desserts
2. Be able to finish cold desserts
3. Be able to prepare and cook hot desserts and puddings
4. Be able to finish hot desserts and puddings

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the N/SVQ level 2 in Hospitality unit 649 (2FPC14)

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 213

Outcome 1

Produce hot and cold desserts and puddings

Be able to prepare and cook cold desserts

Assessment Criteria

The learner can:

1. identify different types of **cold dessert**
2. identify **quality points** of ingredients for cold desserts
3. prepare and cook cold desserts using correct equipment
4. apply **quality points to each stage** of the process
5. state how to adjust the quantity of ingredients to give the correct portion yield from cold desserts
6. demonstrate safe and hygienic practices
7. describe **preparation and cooking methods** for **cold desserts**

Range

Cold desserts

Gelatine-based desserts, crème renversée (egg based), mousses, rice desserts, fruit-based desserts, ice cream based, meringue-based, convenience products

Quality points of ingredients

Texture, temperature, colour, consistency, freshness

Quality points to each stage

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

Preparation methods

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

Cooking methods

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

Unit 213

Outcome 2

Produce hot and cold desserts and puddings

Be able to finish cold desserts

Assessment Criteria

The learner can:

1. finish and present cold desserts using correct **equipment**
2. describe the **quality points** when finishing cold desserts
3. describe **finishing and decorating techniques**
4. identify **sauces, creams and coulis** that may be served with cold desserts
5. evaluate the finished product to meet dish requirements
6. identify correct **holding and storage procedures** for finished products
7. identify ingredients in cold desserts that may cause allergic reactions

Range

Equipment

Ovens, salamander, deep fat fryer, steamer, small kitchen equipment, refrigerator, freezer

Quality points

Finishing (appearance, taste, texture, portion control, decoration)

Finishing and decorating techniques

Piping, piped motifs, run outs, cigarettes, cut outs, moulding, chocolate transfer sheets

Sauces creams and coulis

Crème anglaise, fruit coulis, cooked fruit sauces, chocolate, flavoured syrups

Holding and storage procedures

Temperatures, date, labelling, covered, position, stock rotation

Unit 213

Outcome 3

Produce hot and cold desserts and puddings

Be able to prepare and cook hot desserts and puddings

Assessment Criteria

The learner can:

1. identify different types of **hot desserts and puddings**
2. identify **quality points of ingredients** for hot desserts and puddings
3. prepare and cook hot desserts and puddings using correct **equipment**
4. apply **quality points to each stage** of the process
5. state how to adjust the quantity of ingredients to give the correct portion yield from hot desserts and puddings
6. demonstrate safe and hygienic practices
7. describe **preparation and cooking methods** for hot desserts and puddings

Range

Hot desserts and puddings

Batter based including beignets, soufflés, sponge based, milk puddings, crème renversée (egg based), cereal, suet paste based, fruit based, crêpes

Quality points of ingredients

Texture, temperature, colour, consistency, freshness

Equipment

Ovens, salamander, deep fat fryer, crepe pans, steamer, small kitchen equipment, refrigerator, freezer

Quality points to each stage

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

Preparation methods

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

Cooking methods

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

Unit 213

Outcome 4

Produce hot and cold desserts and puddings

Be able to finish hot desserts and puddings

Assessment Criteria

The learner can:

1. finish and present hot desserts and puddings using correct **equipment**
2. describe the **quality points** when finishing hot desserts and puddings
3. describe **finishing and decorating techniques**
4. identify **sauces, creams and coulis** that may be served with hot desserts and puddings
5. evaluate the finished product to meet dish requirements
6. identify correct **holding and storage procedures** for finished products
7. identify ingredients in hot desserts and puddings that may cause allergic reactions

Range

Equipment

Ovens, salamander, deep fat fryer, crepe pans, steamer, small kitchen equipment, refrigerator, freezer

Quality points

Finishing (appearance, taste, texture, portion control, decoration)

Finishing and decorating techniques

Colour, balance, appearance, piping, filling, saucing, glazing, dusting, portioning, additions (eg chocolate, fruit, tulle, sugar)

Sauces creams and coulis

Crème anglaise, fruit coulis, cooked fruit sauces, chocolate, flavoured syrups

Holding and storage procedures

Temperatures, date, labelling, covered, position, stock rotation

Unit 214

Produce paste products

Level: 2
Credit value: 3
UAN: Y/601/6508

Unit aim

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service in restaurants/to paying customer.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook paste products
2. Be able to finish paste products

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the N/SVQ level 2 in Hospitality units 644 (2FPC9), 645 (2FPC10), 646 (2FPC11)

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 214

Produce paste products

Outcome 1

Be able to prepare and cook paste products

Assessment Criteria

The learner can:

1. identify different types of paste product
2. identify **the quality points** of the main ingredients
3. use correct tools and equipment to prepare and cook **paste products**, including
 - short
 - sweet
 - puff
 - choux
4. state the **uses for paste products**
5. state how to adjust the quantity of ingredients to give the correct portion yield from paste products
6. demonstrate safe and hygienic practices
7. describe the **preparation** and **cooking methods** for paste products

Range

Quality points of ingredients

Texture, temperature, colour, consistency, freshness

Paste products

Short: pasties, savoury flans

Sweet: fruit tarts, flans, barquettes

Puff: paste and convenience puff paste, vol au vents, Eccles cakes, sausage rolls

Choux: profiteroles and éclairs

Uses for paste products

Pies, flans, tartlets, pudding, éclairs, vol au vents, mille feuille, samosa

Preparation methods

Weighing/measuring, defrosting, lining (moulds, pastry), aeration

Cooking methods

Time, holding, baking blind, baking, boiling, temperature control, use of steam, testing

Unit 214

Outcome 2

Produce paste products

Be able to finish paste products

Assessment Criteria

The learner can:

1. use tools and equipment in the finishing of paste products
2. describe the **quality points** when checking finished paste products
3. identify **fillings, glazes, creams and icings** that may be used to finish paste products
4. finish and present paste products
5. describe **finishing and decorating techniques**
6. evaluate the finished product to meet requirements
7. state the **storage procedures** for finished products
8. identify ingredients in paste products that may cause allergic reactions

Range

Quality points

Appearance, taste, texture, colour, consistency, aroma, dish requirements, portion control, temperature

Fillings, glazes, creams and icings

Crème patissier, frangipane, fresh fruit, cream, butter cream, preserves/jam

Finishing and decorating techniques

Balance, glazing, dusting, portioning, icing, piping, filling, rolling (roulade), smoothing

Storage procedures

Temperatures - fresh (3 – 4C), frozen (- 8C), date, labelling, covered, position, stock rotation

Level: 2
Credit value: 4
UAN: A/601/6503

Unit aim

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish biscuit, cake and sponge products for service in restaurants/to paying customers.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook biscuit, cake and sponge products
2. Be able to finish biscuit, cake and sponge products

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the N/SVQ level 2 in Hospitality units 644 (2FPC9), 645 (2FPC10), 646 (2FPC11)

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st SSC for hospitality leisure, travel and tourism

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 215

Outcome 1

Produce biscuit, cake and sponge products

Be able to prepare and cook biscuit, cake and sponge products

Assessment Criteria

The learner can:

1. identify different types of **biscuit, cake and sponge product**
2. identify the **quality points** of the main ingredients for biscuit, cake and sponge products
3. prepare biscuit products for baking
4. prepare and cook cake and sponge mixtures for baking
5. demonstrate use of the correct **tools and equipment** to prepare and cook biscuit, cake and sponge products
6. state the uses for biscuit, cake and sponge products
7. state how to adjust the quantity of ingredients to give the correct portion yield from biscuit, cake and sponge products
8. demonstrate safe and hygienic practices
9. describe the **preparation and cooking methods** for biscuit, cake and sponge products

Range

Biscuit, cake and sponge product

Biscuits: biscuits à la cuillère, shortbread, cookies, langue du chat, sable a la poche, tuile

Cakes and sponges: scones, fruitcakes, muffins, sponge-based (Madeira, cherry, Victoria, regional varieties), Genoese, Genoese, Swiss roll, soda bread

Quality points

Texture, temperature, colour, consistency, freshness

Tools and equipment

Small equipment, moulds, cutters

Preparation methods

Weighing/measuring, defrosting, lining (moulds, pastry), aeration, folding in, rubbing in, mixing, boiling, creaming, piping, filling, rolling, resting, portioning

Cooking methods

Time, holding, baking blind, baking, boiling, temperature control, use of steam, testing

Unit 215

Outcome 2

Produce biscuit, cake and sponge products

Be able to finish biscuit, cake and sponge products

Assessment Criteria

The learner can:

1. use tools and equipment in the finishing of biscuit, cake and sponge products
2. describe the **quality points** when checking finished biscuit, cake and sponge products
3. identify fillings, glazes, creams and icings that may be used to finish biscuit, cake and sponge products
4. finish and present biscuit, cake and sponge products
5. describe **finishing and decorating techniques**
6. evaluate the finished product to meet requirements
7. state the **storage procedures** for finished products
8. identify ingredients in biscuit, cake and sponge products that may cause allergic reactions

Range

Quality points

Appearance, taste, texture, colour, consistency, aroma, dish requirements, portion control, temperature

Finishing and decorating techniques

Balance piping, piped motifs, run outs, cigarettes, cut outs, moulding, glazing, dusting, portioning, icing, filling, rolling (roulade), smoothing

Storage procedures

Temperatures - fresh (3 – 4C), frozen (- 8C), date, labelling, covered, position, stock rotation

Unit 216 Produce fermented dough products

Level: 2
Credit value: 4
UAN: J/601/6505

Unit aim

This unit covers preparing, cooking and finishing of fermented dough products for service in restaurants/to paying customers.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare and cook fermented dough products
2. Be able to finish fermented dough products

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the N/SVQ level 2 in Hospitality units 644 (2FPC9), 645 (2FPC10), 646 (2FPC11)

Support of the unit by a sector or other appropriate body (if required, otherwise omit)

This unit is endorsed by People1st SSC for hospitality, leisure travel and tourism

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 216

Outcome 1

Produce fermented dough products

Be able to prepare and cook fermented dough products

Assessment Criteria

The learner can:

1. identify different types of **fermented dough product**
2. identify **quality points** of the **main ingredients** for fermented dough products
3. prepare fermented dough products for baking
4. use correct tools and equipment to prepare and cook fermented dough products
5. state the uses of fermented dough products
6. state how to adjust the quantity of ingredients to give the correct portion yield from fermented dough products
7. demonstrate safe and hygienic practices
8. describe **preparation and cooking methods** for fermented dough products
9. state storage procedures for raw dough

Range

Fermented dough product

Bread rolls, loaves (wholemeal, wholegrain, white, strong), bun dough, speciality doughs (naan bread, foccacia, pitta, pizza, flavoured), doughnuts, soda dough

Quality points

Texture, temperature, colour, consistency, freshness

Main ingredients

Flour (strong, white, wholemeal, whole grain), fats, yeast (fresh and dry), sugar, liquid (water, milk)

Preparation methods

Weighing/measuring, fermenting, mixing, resting, kneading, proving, portioning, addition of other ingredients, moulding

Cooking methods

Time, steam injection, baking, deep frying, temperature control, testing, holding to serve warm

Unit 216
Outcome 2

Produce fermented dough products
Be able to finish fermented dough products

Assessment Criteria

The learner can:

1. use correct tools and equipment in the finishing of fermented dough products
2. describe the **quality points** when checking finished fermented dough products
3. identify fillings, glazes, creams and icings that may be used for fermented dough products
4. finish and present fermented dough products
5. describe **finishing** and decorating techniques
6. evaluate the finished product to meet requirements
7. state the **storage procedures** for finished fermented dough products
8. identify ingredients in fermented dough products that may cause allergic reactions

Range

Quality points

Appearance, taste, texture, consistency, aroma, dish requirements, portion control, temperature

Finishing

Colour, dish specification requirements, balance, appearance, glazing, dusting, decorating, filling, portioning

Storage procedures

Temperatures, date, labelling, covered, position, stock rotation

Unit 308

Produce fermented dough and batter products

Level: 3

Credit value: 4

UAN: L/601/6568

Unit aim

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish fermented dough and batter products for service.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

- 1 Produce fermented dough and batter products
- 2 Finish fermented dough and batter products

Guided learning hours

It is recommended that **37** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the

- N/SVQ in Professional Cookery: 3FPC4/10
- N/SVQ in Hospitality Supervision and Leadership (NVQ): HSL30, HSL4

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

Unit 308

Produce fermented dough and batter products

Outcome 1

Produce fermented dough and batter products

Assessment Criteria

The learner can:

1. perform operations in line with current **professional practices**
2. produce **fermented dough and batter products** to **recipe specifications**
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
3. carry out **quality checks** during production of fermented dough and batter products
4. identify potential faults for a range of fermented dough and batter products
5. correct products that do not meet quality requirements
6. explain techniques for the production of fermented dough and batter products, including
 - Traditional, classical and modern skills and techniques
 - Culinary science
 - Contemporary styles
7. list appropriate flavour combinations
8. explain **considerations when balancing ingredients** in recipes for fermented dough and batter products
9. explain the effect of **preparation and cooking methods** on the end product
10. describe how to control time, temperature and environment to achieve desired outcome when producing fermented dough and batter products

Range

Professional practices

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

Fermented dough products

Artisanal breads (sour doughs, specialist flours, extended ferments), Danish pastries, croissants, flatbreads, speciality doughs (walnut and sultana bread, salt doughs)

Fermented: enriched, foccacia, ciabatta, baguettes, Rye bread, pumperknickel, brioche, savarin, panetone, stollen, kügelhopf, bagel, blinis

Non-fermented: puri, paratha, chapatti, crumpets, waffles, tortillas, pretzle

Batter products

Savarins, babas, blinis

Recipe specifications

Methodology, commodity specification (eg types of flour/gluten content, fresh or dried yeast), exact quantities, timings, presentation details, photograph, specialist equipment

Quality checks

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

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

Preparation methods

Biga/poolish, sponge and dough, ferment and dough, sourdough, calculating dough temperature, piping (eg savarin), activated dough development (ADD), salt dough

Cooking methods

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

Unit 308

Produce fermented dough and batter products

Outcome 2

Finish fermented dough and batter products

Assessment Criteria

The learner can:

1. **finish** fermented dough and batter products
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
2. check the finished product meets dish requirements
3. present products to meet styles of service
4. **store** fermented dough and batter products correctly
5. identify relevant **fillings, glazes, creams and icings** for fermented dough and batter products
6. identify ingredients in paste products that may cause allergic reactions
7. calculate food costs for producing fermented dough and batter products
8. explain how food costs and other factors affect profit when producing fermented dough and batter products

Range

Finishing methods

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

Advanced finishing and decorating techniques

Piping, shaping and moulding, prep for tandoori bread types

Storage procedures

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

Fillings, glazes, creams and icings

Chocolate, marzipan, fruit puree, pastry cream, lemon curd, nut pastes, conserves, fruits, crème chantilly, herbs, spices, vegetables

Evaluate

Measure and compare against quality standards

Skills

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

Unit 309

Produce petits fours

Level: 3

Credit value: 6

UAN: A/601/6565

Unit aim

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish petits fours for service.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Produce petits fours
2. Finish petits fours

Guided learning hours

It is recommended that **56** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the

- N/SVQ in Professional Cookery: 3FPC8/10
- N/SVQ in Hospitality Supervision and Leadership (NVQ): HSL30, HSL4

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People1st

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Assessment Criteria

The learner can:

1. perform operations in line with current **professional practices**
2. produce **petits fours**, including glacé, sec and confiserie variée, to **recipe specifications**
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
3. carry out **quality checks** during production of petits fours
4. identify potential faults for a range of petits fours
5. correct products that do not meet quality requirements
6. explain **techniques** for the production of petits fours, including
 - Importance of consistency
 - Traditional, classical and modern skills and techniques
 - Culinary science
 - Contemporary styles
7. list appropriate flavour combinations
8. explain considerations when balancing ingredients in recipes for petits fours
9. explain the effect of **preparation and cooking methods** on the end product
10. describe how to control time, temperature and environment to achieve desired outcome when producing petits fours

Range

Professional practices

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

Petits fours

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

Quality checks

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

Techniques

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

Preparation and cooking methods

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

Assessment Criteria

The learner can:

1. **finish** petits fours
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
2. check the finished product meets dish requirements
3. present products to meet **styles of service**
4. **store** petits fours correctly
5. identify relevant fillings, glazes, creams and icings for petits fours
6. identify ingredients in petits fours that may cause allergic reactions
7. calculate food costs for producing petits fours
8. explain how food costs and other factors affect profit when producing petits fours

Range

Finish

Dipping, moulding, piping, rolling, cutting, spreading, glazing, using acetate/guilding

Style of service

Restaurant, banquet, buffet

Store

Temperature and humidity controlled, date labelling, covered, position, stock rotation, vacuum packing

Evaluate

Measure and compare against quality standards

Advanced skills

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

Unit 310

Produce paste products

Level: 3

Credit value: 4

UAN: K/601/6562

Unit aim

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Produce paste products
2. Finish paste products

Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

- N/SVQ in Professional Cookery: 3FPC6/10
- N/SVQ in Hospitality Supervision and Leadership (NVQ): HSL30, HSL4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 310 Produce paste products

Outcome 1 Produce paste products

Assessment Criteria

The learner can:

1. perform operations in line with current **professional practices**
2. produce **paste products** to **recipe specifications**
 - Using construction techniques
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
3. carry out **quality checks** during production of paste products
4. identify potential faults for a range of paste products
5. correct products that do not meet quality requirements
6. explain **techniques** for the production of paste products, including
 - Construction
 - Traditional, classical and modern skills and techniques
 - Culinary science
 - Contemporary styles
7. list appropriate flavour combinations
8. explain **considerations when balancing ingredients** in recipes for paste products
9. explain the effect of **preparation** and cooking methods on the end product
10. describe how to control time, temperature and environment to achieve desired outcome when producing paste products

Range

Professional practices

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

Paste products

Sweet, puff, choux, sablé, hot water, strudel, filo, linzer, short pastry

Recipe specifications

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

Quality checks

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

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

Assessment Criteria

The learner can:

1. **finish** paste products
 - Using construction techniques
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
2. check the finished product meets dish requirements
3. present products to meet styles of service
4. **store** paste products correctly
5. identify relevant **fillings, glazes, creams and icings** for paste products
6. identify ingredients in paste products that may cause allergic reactions
7. calculate food costs for producing paste products
8. explain how food costs and other factors affect profit when producing paste products

Range

Finishing methods

Use of fondant, quadrillage, apricot glaze, chocolate, scoring, lattice, caramelisation

Storage procedures

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

Fillings, glazes, creams and icings

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

Evaluate

Measure and compare against quality standards

Sauces

Chocolate, caramel, sauce Anglaise, fruit coulis

Advanced skills

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

Level: 3

Credit value: 6

UAN: J/601/6567

Unit aim

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.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Produce hot, cold and frozen desserts
2. Finish hot, cold and frozen desserts

Guided learning hours

It is recommended that **50** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

- N/SVQ in Professional Cookery: 3FPC12/10, 3FPC13/10
- N/SVQ in Hospitality Supervision and Leadership (NVQ): HSL30, HSL4

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st

Assessment

This unit will be assessed by:

an assignment covering practical skills and underpinning knowledge.

Unit 311

Outcome 1

Produce hot, cold and frozen desserts

Produce hot, cold and frozen desserts

Assessment Criteria

The learner can:

1. perform operations in line with current **professional practices**
2. produce **hot, cold and frozen desserts** to **recipe specifications**
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
3. carry out **quality checks** during production of hot, cold and frozen desserts
4. identify potential faults for a range of hot, cold and frozen desserts
5. correct dishes that do not meet quality requirements
6. explain **techniques** for the production of hot, cold and frozen desserts, including
 - Traditional, classical and modern skills and techniques
 - Culinary science
 - Contemporary styles
7. list appropriate flavour combinations
8. explain **considerations when balancing ingredients** in recipes for hot, cold and frozen
9. explain the **effect of preparation and cooking methods** on the end product
10. describe how to control time, temperature and environment to achieve desired outcome when producing hot, cold and frozen desserts

Range

Professional practices

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

Techniques

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

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

Advanced skills

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

Preparation

Aeration, emulsification, addition of colours and flavours, use of setting agents, sugar boiling, chocolate tempering, extension of piping, extension of moulding

Evaluate

Measure and compare against quality standards

Assessment Criteria

The learner can:

1. **finish** hot, cold and frozen desserts
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary stylesCheck the finished product meets dish requirements
2. present dishes to meet **styles of service**
3. **store** hot, cold and frozen desserts correctly
4. identify relevant **fillings and refined sauces** for hot, cold and frozen desserts
5. identify ingredients in hot, cold and frozen desserts that may cause allergic reactions
6. calculate food costs for producing hot, cold and frozen desserts
7. explain how food costs and other factors affect profit when producing hot, cold and frozen desserts

Range

Finishing methods

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

Styles of service

Guéridon, plated service, trolley service

Storage procedures

Temperature and humidity controlled, date labelling, covered, position, stock rotation, vacuum packing

Fillings and refined sauces

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

Level: 3

Credit value: 6

UAN: R/601/6569

Unit aim

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish biscuit, cake and sponge products for service.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Produce biscuits, cakes and sponges
2. Finish biscuits, cakes and sponges

Guided learning hours

It is recommended that **49** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the

- N/SVQ in Professional Cookery: 3FPC5/10
- N/SVQ in Hospitality Supervision and Leadership (NVQ): HSL30, HSL4

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

Unit 312

Outcome 1

Produce biscuits, cakes and sponges

Produce biscuits, cakes and sponges

Assessment Criteria

The learner can:

1. perform operations in line with current **professional practices**
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
3. carry out **quality checks** during production of biscuits, cakes and sponges
4. identify potential faults for a range of biscuits, cakes and sponges
5. correct products that do not meet quality requirements
6. explain **techniques** for the production of biscuits, cakes and sponges, including
 - Construction
 - Traditional, classical and modern skills and techniques
 - Culinary science
 - Contemporary styles
7. list appropriate flavour combinations
8. explain **considerations when balancing ingredients** in recipes for biscuits, cakes and sponges
9. explain the **effect of preparation and cooking methods** on the end product
10. describe how to control time, temperature and environment to achieve desired outcome when producing biscuits, cakes and sponges

Range

Professional practices

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

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, Japonaise), 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

Quality checks

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

Techniques

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

Considerations when balancing ingredients

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

Effect of preparation methods

Tempering couverture, moulding marzipan, aeration (chemical, combination, mechanical), separated egg sponge method

Effect of cooking/treating methods

Tempering couverture, starch within flour, raising agents, enzyme breakdown in fruits and starches

Advanced skills

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

Evaluate

Measure and compare against quality standards

Unit 312

Outcome 2

Produce biscuits, cakes and sponges

Finish biscuits, cakes and sponges

Assessment Criteria

The learner can:

1. finish biscuits, cakes and sponges
 - Using construction techniques
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
2. check the finished product meets dish requirements
3. present products to meet styles of service
4. **store** biscuits, cakes and sponges correctly
5. identify relevant **fillings, glazes, creams and icings** for biscuits, cakes and sponges
6. identify ingredients in biscuits, cakes and sponges that may cause allergic reactions
7. calculate food costs for producing biscuits, cakes and sponges
8. explain how food costs and other factors affect profit when producing biscuits, cakes and sponges

Range

Storage procedures

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

Fillings, glazes, creams and icings

Ganache, chibouste, mousseline, diplomat, praline, bavarois/mousse, lemon curd, preserve/fresh fruit, continental butter cream

Unit 313

Produce display pieces and decorative items

Level: 3

Credit value: 5

UAN: R/601/6572

Unit aim

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish decorative items.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Produce display pieces and decorative items
2. Finish display pieces and decorative items

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st SSC for hospitality leisure, travel and tourism

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 313

Outcome 1

Produce display pieces and decorative items

Produce display pieces and decorative items

Assessment Criteria

The learner can:

1. perform operations in line with current **professional practices**
2. design display pieces and decorative items for production
3. produce display pieces and decorative items to design specifications
 - Using construction techniques
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
4. carry out **quality checks** during production of display pieces and decorative items
5. identify potential faults for a range of display pieces and decorative items
6. correct pieces and items that do not meet quality requirements
7. explain **techniques** for the production of display pieces and decorative items, including
 - Construction techniques
 - Traditional, classical and modern skills and techniques
 - Culinary science
 - Contemporary styles
8. explain key design considerations for display pieces and decorative items
9. describe how to control time, temperature and environment to achieve desired outcome when producing display pieces and decorative items

Range

Professional practices

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

Quality checks

Degree of cooking, proportions, size, precision, appearance, temperature, colour, consistency,

Techniques

Addition of colours and flavours, use of setting agents, sugar boiling, chocolate tempering, extension of piping, extension of moulding,

Evaluate

Measure and compare against quality standards

Unit 313
Outcome 2

Produce display pieces and decorative items
Finish display pieces and decorative items

Assessment Criteria

The learner can:

1. **Finish** display pieces and decorative items
 - Using construction techniques
 - Using traditional, classical and modern skills and techniques
 - Using culinary science
 - Using contemporary styles
2. Check the finished product meets dish requirements
3. **Store** display pieces and decorative items correctly
4. Describe finishes for display pieces and decorative items
5. Calculate costs for producing display pieces and decorative items

Range

Finishing methods

Cooked sugar/isomalt (bubble, piped, pulled, spun, poured), piping, chocolate (motifs, piped, acetate), nougatine

Storage procedures

Temperature and humidity controlled, date labelling, covered, position, stock rotation, vacuum packing

Advanced skills

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

Appendix 1 Relationships to other qualifications

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 QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

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

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.

Providing City & Guilds qualifications – a guide to centre and qualification approval

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.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0) 844 543 0000 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0))844 543 0033 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
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