

Level 2 Diploma in Food Preparation and Culinary Arts - Patisserie (8064-02)

Version 1.5, March 2022

Qualification Handbook

Qualification at a glance

Subject area	Hospitality and Catering
City & Guilds number	8064
Entry requirements	None
Assessment types	Practical and knowledge assessments and multiple choice tests
Grading	Pass / Fail
Support materials	SmartScreen materials, Logbooks, Assessment packs
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number
Level 2 Diploma in Food Preparation and Culinary Arts - Patisserie	492	705	8064-02

Change log

Version	Change detail	Section
1, Jan 2020	First published – details TBC	N/A
1.1, Sep 2020	First finalised version published	
1.2, Jan 2021	Evolve test duration added	Assessment
1.3, Feb 2021	Minor typographical changes made	Units
1.4, Nov 2021	Minor typographical changes made	Unit 207 Food safety
	Additional unit guidance	Unit 220 Prepare and finish simple chocolate products
1.5, Mar 2022	Changes to assessment title	Qualification at a glance, Summary of Assessment Methods, Assessment strategy

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1 Introduction

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

Area	Description
Who is the qualification for?	<p>The Level 2 Diploma in Food Preparation and Culinary Arts - Patisserie is for candidates who are looking to start or develop their careers in hospitality. They cover both transferable and job role specific skills, set out by employers, ensuring candidates become work ready not only for a specific role but for a career in the hospitality industry.</p> <p>Candidates will be required to display both practical skills and the associated knowledge in order to complete the assessments.</p>
What does the qualification cover?	<p>This qualification is aligned to the Global Hospitality Certification, the new global certification for the hospitality industry, developed in partnership with Worldchefs and employers around the world. This unique combination brings this new qualification in line with current industry practices.</p> <p>This qualification covers transferable as well as job role specific skills, set out by employers, offering a holistic approach to training learners to be work ready. Sustainability awareness is now a key part of the offer, addressing a critical challenge for the hospitality industry globally.</p> <p>As part of our innovative approach, digital badges are included as a key feature of the new qualifications. Learners who complete their qualifications will receive a digital badge in addition to their City & Guilds certificate. They can share their digital badge online via social media showcasing their qualification achievement and the skills they can offer.</p> <p>By incorporating the latest industry trends and technology, the new global qualifications make City & Guilds graduates ready for the world of work, wherever they are in the world, taking their first step towards a successful career in hospitality.</p>
What opportunities for progression are there?	<p>On completion of this qualification candidates may progress into the following City & Guilds qualifications:</p> <ul style="list-style-type: none">• City & Guilds Level 2 Diploma in Food Preparation and Culinary Arts (8064-01)• City & Guilds Level 3 Diploma in Culinary Arts and Supervision (8064-06) <p>Candidates following an employment route can progress through our Global Certification Offer to recognise their skills and experience as they progress in the industry.</p>

2 Structure

To achieve the Level 2 Diploma in Food Preparation and Culinary Arts - Patisserie, learners must achieve all of the units listed in the table below.

8064-02 Level 2 Diploma in Food Preparation and Culinary Arts - Patisserie

City & Guilds unit number	Unit title	GLH	TUT
201	Understand the hospitality industry	15	20
202	Understand business success	40	45
203	Provide guest service	25	30
204	Awareness of sustainability in the hospitality industry	15	25
205	Professional workplace standards	25	35
206	Understand own role in self development	10	15
207	Food safety	25	30
208	Meet guest requirements through menu planning	35	50
209	Mise en place	86	100
215	Prepare, cook and finish cakes, biscuits and sponge products using standardised recipes	37	60
216	Prepare, cook and finish pastry products using standardised recipes	36	60
217	Prepare, cook and finish dough products using standardised recipes	40	65
218	Prepare, cook and finish hot desserts using standardised recipes	36	60
219	Prepare, cook and finish cold desserts using standardised recipes	36	60
220	Prepare, cook and finish simple chocolate products using standardised recipes	31	50

Total Qualification Time

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

Title and level	GLH	TQT
8064-02 Level 2 Diploma in Food Preparation and Culinary Arts - Patisserie	492	705

3 Centre requirements

Approval

If your Centre is approved to offer the qualification 8065-03 Level 2 Diploma in Food Prep and Cooking (Patisserie), then you will be given automatic approval for the new **8064-02 Level 2 Diploma in Food Preparation and Culinary Arts - Patisserie**.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

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

This qualification must be delivered and assessed in the English language.

Resource requirements

Resources

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 industry quality.

When being assessed candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner.

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, woks, deep fat fryers, bain maries, hot plates and food mixers
- worktop space – stainless steel workstations or tables used as food preparation areas
- washing facilities- hand washing, food preparation and wash up
- refrigerators and freezers
- suitable storage facilities
- small and large equipment- it is recommended that centres review the range of equipment requirements against each unit within this qualification as it may be necessary to purchase additional equipment in order to offer the qualification.
- Health and Safety equipment to include PPE, food temperature equipment and fire safety.

Centres should be able to maintain food and beverage stock levels, both perishable and non-perishable ingredients, to allow all candidates to prepare the given variety of dishes using the full range of food preparation methods.

Centres wishing to deliver these qualifications must ensure that they have the staff and facilities to deliver the practical elements of the course. If there are no facilities within the centre to deliver the activities in a realistic working environment, we recommend developing links with local industry to provide hands-on experience.

Centre staffing

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

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

See also the Assessment section in this document for details from the assessment strategy on the role of supervisors and managers in the assessment process.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for learners under 16.

4 Delivering the qualification

Initial assessment and induction

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

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

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, 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
SmartScreen	www.smartscreen.co.uk
Logbooks	www.smartscreen.co.uk and City & Guilds website
Assessment pack	City & Guilds website

5 Assessment

Summary of assessment methods

Candidates must:

Learners must achieve the following assessments to gain this qualification: (207, 240, 241, 246)

Assessment number	Assessment title	Type	Grading	Units covered
207	Food safety	Evolve - on demand multiple choice test	PX	207
240	Hospitality principles - Theory test	Evolve - on demand multiple choice test	PX	201, 202, 203, 204
242	Food Preparation and Culinary Arts - Patisserie - Theory test	Evolve - on demand multiple choice test	PX	215*, 216*, 217*, 218*, 219*, 220*
247	Food Preparation and Culinary Arts - Patisserie - Practical and knowledge assessment	Practical and knowledge assessments	PX	205, 206, 208, 209, 215, 216, 217, 218, 219, 220

** Only Learning Outcome 1 of each unit (see test specification below). The remaining learning outcomes will be assessed in the practical assessments.*

The qualification is graded Pass / Fail only. In order to pass the qualification, candidates must pass all the assessments as detailed above.

Assessment strategy

Test Specifications

The way the knowledge is covered by each test is laid out in the table(s) below.

A bilingual dictionary will be allowed for international candidates during the online assessments.

207 Food Safety

Duration: 45 minutes

Outcome number	Marks	%
1. Know the importance of food safety procedures	3	12%
2. Know how to keep self clean and hygienic	4	16%
3. Know how to keep the working area clean and hygienic	6	24%
4. Know how to store food safely	6	24%
5. Know the food safety risks associated with food production and service	6	24%
Total	25	100%

240 Hospitality principles - Theory test

Duration: 60 minutes

Unit number	Marks	%
201 Understand the hospitality industry	5	13%
202 Understand business success	16	40%
203 Provide guest service	12	30%
204 Awareness of sustainability in the hospitality industry	7	18%
Total	40	100%

242 Food Preparation and Culinary Arts - Patisserie - Theory test

Duration: 45 minutes

Unit number	Marks	%
215 Prepare, cook and finish cakes, biscuits and sponge products using standardised recipes (LO 1)	6	20%
216 Prepare, cook and finish pastry products using standardised recipes (LO 1)	5	17%
217 Prepare, cook and finish dough products using standardised recipes (LO 1)	5	17%
218 Prepare, cook and finish hot desserts using standardised recipes (LO 1)	5	17%
219 Prepare, cook and finish cold desserts using standardised recipes (LO 1)	5	17%
220 Prepare, cook and finish simple chocolate products using standardised recipes (LO 1)	4	13%
Total	30	100%

Practical and knowledge assessments

Learners are required to successfully complete practical and knowledge assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at www.cityandguilds.com.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

Unless specifically stated, any previous experience or qualification gained may reduce the amount of learning hours required. However, all the assessments **must** be completed successfully in order to achieve this qualification.

Learners that have achieved *Unit 203 Food safety in catering* (UAN: M/503/7578) in any qualification in the 8065 or 8066 suite or *7150-92 Level 2 Award in Food Safety in Catering* (QAN: 500/5186/6), are **not required** to achieve the test *207 Food safety* in this qualification. In this case, the proxy unit *806 Food safety (proxy)* should be claimed on Walled Garden.

Learners that wish to complete other qualifications within the 8064 suite at the same level will not need to re-take assessments already achieved that are common across multiple qualifications.

6 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Learning outcomes, which are comprised of a number of assessment criteria

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

Unit aim:

Hospitality is one of the fastest growing global industries that can provide rewarding jobs and career opportunities locally, nationally and internationally. Knowledge of the types of diverse range of jobs available and the types of organisations to work for can allow learners to achieve their career goals.

The aim of this unit is to provide learners with a basic understanding of the hospitality industry and the roles that exist within the industry.

Learners will gain knowledge of the structure of the hospitality industry and the types of establishments that exist. They will learn about the job roles available in different departments and how the skills developed in those job roles can be used to support career progression.

Learning outcome

The learner will:

1. Know the structure of the hospitality industry

Assessment criteria

The learner can:

- 1.1 Describe **types of hospitality establishment**

Types of hospitality establishment

- Restaurants
- Hotels / resorts
- Pubs and bars
- Contract catering
- Event catering
- Cafes and coffee shops

- 1.2 Describe the **types of business operations** that are typically found in the hospitality industry

Types of business operation

- Multinational/global
- Sole traders
- Independent
- Franchises

- Partnerships
- Groups
- Brands
- Local/independent
- Regional
- National
- Global

1.3 Identify **services** provided at different **types of hospitality establishments**

Services

- Food and beverage services
- Bar services
- Accommodation/guest services
- Reception service
- Business services
- Concierge/Portering
- Leisure Facilities
- Event management
- Entertainment
- Gambling
- Butlering

1.4 Describe how **departments** contribute to the effective running of a hospitality establishment

Departments

- Kitchen
- Food and Beverage
- Reception
- Housekeeping
- Maintenance
- Back office (HR, accounts, bookings, management)

Learning outcome

The learner will:

2. Know job roles in hospitality

Assessment criteria

The learner can:

2.1 Identify responsibilities of different **job roles in the kitchen**

Job roles in the kitchen

- Executive Chef
- Head Chef
- Sous Chef
- Chef De Partie
- Specialist (patisserie)

- Commis/Line Chef
- Kitchen/Catering Assistant
- Apprentice/Trainee
- Kitchen Porter
- Kitchen/Catering Manager

2.2 Identify responsibilities of different **job roles in food and beverage service**

Job roles in food and beverage service

- Restaurant Manager
- Mître D'hotel
- Sommelier
- Waiter/Waitress
- Bar Manager/Supervisor
- Bar Staff/Mixologist
- Events Manager
- Conference and Banqueting Manager
- Barista

2.3 Identify responsibilities of different **job roles in front of house service**

Job roles in front of house service

- Front Office Manager
- Concierge
- Porter
- Receptionist
- Host

2.4 Identify responsibilities of different **job roles in housekeeping**

Job roles in housekeeping

- Executive Housekeeper
- Floor Housekeeper
- Room Attendant
- Public Areas Cleaner
- Laundry attendant
- Maintenance

Learning outcome

The learner will:

3. Understand career opportunities in hospitality

Assessment criteria

The learner can:

3.1 Explain how **skills** are transferable across different job roles

Skills

- Communication

- Guest Services
- Planning
- Time keeping
- Attitude
- Appearance
- Respecting diversity
- Reliability
- Honesty
- Resilience

3.2 Describe **working patterns** in hospitality

Working patterns

- Full time
- Part time
- Shift work
- Split shifts
- Rotational
- Seasonal

3.3 Explain **progression routes** for team member roles

Progression routes

- Vertical/Horizontal
- Trainee
- Apprentice/Graduate
- Team member
- Supervisor
- Front line manager
- Department Manager
- Senior Manager

Unit aim:

There are many ways that business measures success; whether based on profit made, guest satisfaction, motivated workforce or a combination of these. However, it is measured, it is the people that work for the business that are critical to success. It is important for those working in hospitality to understand what the business is aiming to achieve, and how they can contribute to achieving it.

The aim of this unit is for learners to learn about a range of internal and external factors and how they can affect business success.

Through this unit learners will develop knowledge of the types of legislation that have to be taken into account when managing a business and the implications for non-compliance. Learners will develop knowledge of health and safety risks and how these can be controlled in hospitality establishments. They will learn the importance of profit and people and how these can be managed effectively. Finally, they will learn about emerging technologies, how they are used in hospitality and how they contribute to business success.

Learning outcome

The learner will:

1. Know how legislation and regulations affects hospitality businesses

Assessment criteria

The learner can:

- 1.1 Describe the purpose of key **legislation and regulation** within the hospitality sector

Regulation

- Company law
- Environmental Health and food safety
- Employment law
- Equality law
- Licensing
- Data protection

- 1.2 Describe the **importance** of compliance with legislation and regulations within the hospitality industry

Importance

- Good governance
- Keeping guests and staff safe
- Protecting reputation
- Secure record keeping
- Honouring employment agreements and regulations
- Protection of staff and management rights
- Clear assignment of responsibilities

1.3 Identify **outcomes of compliance and non-compliance** with regulation to a hospitality business

Outcomes

Compliance

- Legal compliance
- Safer environment
- Better guest experience
- Fair and equal opportunities for both guests and staff
- Increased reputation
- Best practice

Non-compliance

- Health and Safety issues
- Guest complaints
- Employee disputes
- Legal action
- Fines
- Loss of reputation
- Risk of closure

Learning outcome

The learner will:

2. Know health and safety requirements of hospitality organisations

Assessment criteria

The learner can:

2.1 Describe principles of **legal responsibilities** for employers and employees with regard to health and safety guidance

Legal responsibilities

Employers

- Provide and maintain equipment and a workplace which is safe and healthy
- Reduce the risks associated with manual handling tasks
- Deal with chemical substances safely

Employees

- Take care of their own health and safety at work
- Take care of the health and safety of others
- Cooperate with their employer
- Use PPE's in the correct way instructed

2.2 Identify **common causes** of accidents in the workplace

Common causes

- Occupational / Workplace
- Environmental
- Human

2.3 Identify ways to **minimise the risks of accidents** in the workplace

Minimise the risks of accidents

Occupational

- Correct PPE's
- Staff safety training- manual handling, fire safety, first aid
- Strict enforcement of rules
- Correct lifting equipment

Environmental

- Improved and safe design of building
- Correct and clear/visible signage
- Good housekeeping standard
- Well-lit and ventilated working areas

Human

- Training staff in routine work practices
- Correct use of PPE at all times
- Ensure employee is in a physical/mental state ready for work

2.4 Identify the potential **consequences** of not applying good health and safety practices

Consequence

- Accidents
- Illnesses
- Stress
- Death
- Damaged reputation
- Increased sick leave and staff turnover
- Prosecution
- Compensation claims
- Legal costs

2.5 Identify **risks to guest health and safety** within the hospitality industry

Risks to guest health and safety

- Security risks
- Unattended luggage
- Self-harm

2.6 Outline the procedure to be followed when a **major incident** is reported

Major incident

- Accident/incident resulting in serious injury or even death
- Fire
- Explosion
- Suspected threat of terrorism Incident

Learning outcome

The learner will:

3. Understand the importance of profitability to Hospitality businesses

Assessment criteria

The learner can:

3.1 Identify **factors** that affect profitability

Factors

- Increasing revenue return
- Knowing break-even point
- Increasing operational efficiency and performance
- Reducing costs

3.2 Explain ways of **increasing revenue**

Increasing revenue

- Staff training
- Marketing
- Increase competitiveness
- Increase perceived value
- Up sell at every opportunity when interacting with the guest
- Increase sales of branded merchandise or local partners
- Respond to guest requests

3.3 Describe **ways** to increase operational efficiency and performance

Ways

- Standard operating procedures
- Evaluate performance
- Implement or use technological improvements
- Training of staff
- Implement better supervision practices
- Up grading of equipment or supplies
- Outsource when appropriate

3.4 Identify the main **costs** associated with a hospitality business

Costs

Fixed costs

- Staff or labour costs
- Rent
- Equipment costs

Variable costs

- Food and beverage stock costs
- Utilities including electricity, gas, water, waste management
- Maintenance costs
- Sundries

3.5 Identify ways to **reduce costs** in a hospitality business

Reduce costs

- Monitor and evaluate costs within the business
- Time management
- Managing resources more efficiently
- Reducing waste
- Replace obsolete or update old equipment
- Manage and reduce stock wastage
- Manage and reduce the use of power and utilities such as water, electricity and gas

3.6 Outline ways of **monitoring** business financial performance

Monitoring

- Financial analysis
- Guest satisfaction rating
- Departmental performance analysis
- Performance reviews

Learning outcome

The learner will:

4. Know the contribution that people make to a business

Assessment criteria

The learner can:

4.1 Identify how **people skills** contribute to business success

People skills

- Effective communicator
- Professional work practice and attitude
- Team player
- Guest focused

4.2 Outline the **importance of product knowledge** to successfully contribute to a business

Importance of product knowledge

- Helps respond to guest requests or queries
- Helps meet or exceed guest expectations
- Provides confidence when engaging with the guest
- Provides an opportunity to up sell and increase revenue
- Increases brand awareness and reputation

4.3 Describe the **content** of an induction process

Content

- Introduction to the organizational structure
- Staff training in:
 - Key policies and procedures
 - Health and safety policy
 - Rules and regulations

- Standard operating procedures
- Employment rights
- Performance management systems

4.4 Describe the **characteristics** of an effective team

Characteristics

- Clear direction to achieve a common goal
- Effective communication
- Collaborative spirit
- Encouraging inclusion and difference of opinions
- Adhering to the rules
- Mutual accountability
- Team trust
- Improved decision making
- Happy team members

4.5 Explain how the key **principles** of good teamwork contribute to effective team operations

Principles

- Defined goals and objectives
- Clear roles
- Honest communication
- Accountability
- Building on strengths
- Review and feedback
- Celebrating success

4.6 Describe how the interactions between departments contribute to business success

Learning outcome

The learner will:

5. Know how technology contributes to business success

Assessment criteria

The learner can:

5.1 Outline the **technologies** used in the hospitality industry

Technologies

- Information communication technology (ICT)
- Software- apps
- Electronic point of sales (EPOS)
- Resource management tools and equipment
- CCTV
- Room booking systems
- Room charging facilities
- Faster payment systems

- Digital monitoring of equipment

5.2 Describe how technologies can be used to contribute to business success

5.3 Describe the **responsibilities** a hospitality business has to manage digital information

Legal responsibilities

- Manage personal and guest information with confidentiality
- Restrict access of information to those authorised to have access
- Comply with data protection legislation
- Use information for the purposes it was gathered for

5.4 Identify the **consequences** of inappropriate use of digital communication technology

Consequences

- Non-compliance of data legislation
- Legal action
- Loss of data or data breaches
- Misuse of important, financial or business sensitive data
- Bad publicity
- Loss of reputation
- Loss of guest confidence
- Brand damage

Unit guidance

AC 2.2 **Common causes** of accidents in the workplace

- **Occupational** (chemicals and harmful substances), equipment, working methods such as lifting, carrying and handling
- **Environmental** (lighting and ventilation, temperature, flooring (eg type, wet, damaged))
- **Human** (carelessness, inexperience, lack of training, lack of attention) Keeping the body clean

Unit aim:

Guests of the hospitality industry are increasingly looking for high levels of service. Whether in a fast food take away, a 5* hotel or a hostel they expect the staff they meet to ensure their experience is positive. In such a competitive industry, businesses need to find ways in which they stand out from their competitors. If their staff do not know what makes positive guest service, they are unlikely to meet the needs of their guests.

The aim of the unit is to enable learners to gain knowledge of how guest service and effective communication benefits a hospitality establishment.

This unit will provide candidates with the knowledge of how effective communication and guest service benefits the hospitality establishments they will work for. They will learn about the principles of effective communication and the different methods used in different situations. They will learn the principles of good guest service and the effect this has on different stakeholders such as guests, suppliers and colleagues. They will also learn about different types of guest service issues they may encounter and how to deal with them.

Learning outcome

The learner will:

1. Know how effective communication is used to benefit a hospitality establishment

Assessment criteria

The learner can:

- 1.1 Describe **methods** of communication when dealing with guests

Methods

- Face to face
- In writing
- Over the telephone
- Non-verbal
- In emails

- 1.2 Describe the **principles** of effective communication

Principles

- Effective listening

- Tone of voice
- Clarity of message
- Accuracy of message
- Understanding of needs
- Language used
- Cultural expectations

1.3 Describe the **benefits** of effective communication

Benefits

- Better understanding
- Increased sales / happy guests
- Fewer complaints
- Numbers of compliments
- Repeat business/brand loyalty
- Reduced staff turnover
- Job satisfaction and staff motivation

1.4 Identify the **barriers** to effective communication

Barriers

- Language
- Use of jargon
- Perception or viewpoints
- Expectations
- Assumptions
- Prejudices
- Cultural differences

1.5 Describe how to overcome barriers to effective communication

Learning outcome

The learner will:

2. Know the effect of guest service on hospitality establishments

Assessment criteria

The learner can:

2.1 Identify different **types of guests** in the hospitality industry

Types of guests

Internal

- Team members and staff
- Managers
- Supervisors

External

- Existing guests
- New guests
- Potential guests

- Delivery personnel

2.2 Describe the **principles** of guest service

Principles

- Welcoming, friendly, and courteous
- Knowledgeable
- Efficient
- Well timed
- Flexible attitude
- Consistent
- Effective communication
- Building of trust and confidence
- Exceeding expectations

2.3 Describe **factors** that affect good guest service

Factors

- Price point
- Value for money
- Reputation
- Brand
- Past experiences
- Recommendations
- Media influences
- Cultural influences
- Faith-based influences

2.4 Describe the effect of good guest service on **stakeholders**

Stakeholders

- The employee
- The business
- The guest

Learning outcome

The learner will:

3. Understand how guest issues are resolved by hospitality establishments

Assessment criteria

The learner can:

3.1 Identify **guest expectations**

Guest expectations

- Level of service
- Value for money
- Product quality
- Presentation
- Hygiene

- Health and safety
- Luxury factor

3.2 Describe types of **guest issues** that can occur in hospitality establishments

Guest issues

- Difficult guests
- Intoxicated guests
- Medical incidents
- Special requirements
- Communication difficulties
- Guest requests
- Dissatisfaction with service
- Dissatisfaction with products

3.3 Explain the benefits to **stakeholders** of dealing with guest issues effectively

Stakeholders

- The employee
- The business
- The guest

3.4 Describe the **methods** for gathering guest satisfaction

Methods

- Guest questionnaires
- Verbal feedback
- Letters
- Emails
- Telephone calls
- Comments on social media sites and influencers
- Comments on websites and travel blogs
- Reviews on travel booking engines
- Team briefing/meetings

3.5 Explain how **guest issues** are dealt with in hospitality establishments

Unit guidance

AC1.1 Non-verbal (body language, personal presentation)

AC1.4 **Overcoming barriers** to communication requires using positive interpersonal skills including

- Positive interactions including body language
- Using clear appropriate language never jargon
- Keeping an open mind
- Never assume or interrupt
- Consider cultural differences
- Summarise the discussion
- Ensure understanding by paraphrasing and clarifying

AC2.1 **Types of guests**, differentiating between guests and customers is essential for good hospitality service as it acknowledges the guest as the paying customer within the hospitality industry. Focusing on good guest service practice provides for a positive outcome internally and externally.

AC3.1 In guest service a need is often described as something that solves a real or imagined problem, however guests have inherent needs that form part of their expectations such as safety and security, confidentiality and specific needs for example assistance for parents or those with disabilities.

Unit 204

Awareness of sustainability in the hospitality industry

Unit aim:

The hospitality business has the potential to have a major negative impact on the environment whether through the use of plastics in takeaway food and drink, the use of electrical and other carbon based energy systems, the drain on potentially scarce water resources to launder bedding and tableware or the carbon footprint associated with transporting food across the globe. There is increased focus on sustainability by the public and increasing expectations that businesses start to reduce that negative impact together with looking at how sustainable practices can be incorporated to enable them to operate more efficiently and cost effectively.

The aim of this unit is to provide learners with an awareness of sustainability and how it affects the hospitality industry.

Learners will develop knowledge of the principles of sustainability, and the implications for the introduction of sustainable practices into a business. Learners will also develop knowledge of specific examples for how they can contribute to sustainability when working in the hospitality industry.

Learning outcome

The learner will:

1. Know the principles of sustainability in the hospitality industry

Assessment criteria

The learner can:

- 1.1 Define the term sustainability in the hospitality industry

- 1.2 State **types** of sustainable practices used in the hospitality industry

Types

- Waste reduction
- Waste re-use / recycle
- Energy usage best practices
- Water reduction
- Food commodities sourcing

- Environmentally friendly activities/operations

1.3 Define the term carbon footprint

1.4 Describe how carbon footprint be reduced

1.5 Describe the **advantages** of a hospitality business adopting sustainable practices

Advantages

- Positive
- Reputation
- Financial
- Staff morale
- Recognition
- Environmental

1.6 Describe the **limitations** of a hospitality business adopting sustainable practices

Limitations

- Knowledge
- Financial investment
- Staff training
- Guest expectations

Learning outcome

The learner will:

2. Know how to implement sustainable practices in the hospitality industry

Assessment criteria

The learner can:

2.1 Describe how **different types of materials** can be recycled

Different types of materials

- Paper
- Metals
- Glass
- Food
- Liquid
- Hazardous
- Non-recyclable

2.2 Describe the **activities** which can be implemented to reduce waste

Activities

- Stock rotation
- Menu planning
- Re-use system
- Reduction in disposable items

- Separating waste streams
- Energy monitoring and management
- Reviewing of processes
- Smart procurement
- Returnable packaging

2.3 Describe **methods** that hospitality businesses can use to promote sustainable practices

Methods

- Training
- Toolbox talks
- Promotion activities – Poster
- People champions
- Objective setting
- Target setting

2.4 Describe how **different approaches** to sustainability can be applied in the hospitality industry

Different approaches

- At company level
- Locally
- National
- Global
- Code of practice
- Legislation
- Regulations

Unit aim:

The main purpose of professional workplace standards is to direct staff to provide safe and competent services to guests and colleagues. They reflect an expected level of performance by all staff whatever their role, level, or activity. Where hospitality employees are able to meet the high professional standards required of the industry, they may benefit financially and professionally as they are more likely to be recognised for development opportunities.

The aim of this unit is to develop learner's skills needed to work professionally and effectively in hospitality roles.

Through this unit, learners will be able to demonstrate a professional personal appearance and effective organisational skills. They will develop skills to work effectively as a team member, providing support to others and responding positively to feedback provided to them.

Learning outcome

The learner will:

1. Be able to apply professional standards in hospitality roles

Assessment criteria

The learner can:

1.1 Maintain a **professional personal appearance**

Professional personal appearance

- Apply personal hygiene standards
- Appearance
- Behaviour

1.2 Demonstrate a **professional approach**

Professional approach

- Polite
- Punctual
- Helpful
- Professional attitude
- Guest etiquette

1.3 Demonstrate **time management skills**

Time management

- Plan and prepare for work shift
- Attend on time
- Return from breaks on time
- Work at a reasonable pace

1.4 Demonstrate **organisational skills**

Organisational skills

- Access appropriate information to plan the work day
- Adhere to time plan or checklists
- Follow standardised operating procedures
- Respond and adapt to changing daily requirements

Learning outcome

The learner will:

2. Be able to work as part of a team

Assessment criteria

The learner can:

2.1 Demonstrate a **collaborative approach**

Collaborative approach

- With team members
- With other departments

2.2 Apply **good practice** in dealing with colleagues

Good practice

- Apply appropriate communication techniques
- Follow the standard organisations procedures
- Use colleagues name when speaking to them
- Respond to colleagues' requests in a timely manner
- Provide product knowledge or advise when asked
- Meet colleague expectations
- Check back with colleague

2.3 Take **responsibility** within their own role

Responsibility

- Take responsibility for own tasks within role
- Positively contribute to working as part of a team to achieve a common goal
- Use own initiative to support teamwork

2.4 Provide **constructive support** to colleagues

Constructive support

- Provide assistance to team members when required
- Offer advice or suggestions to team members to support or improve service
- Provide feedback to supervisor or management to improve service

2.5 Provide constructive feedback to colleagues

2.6 Use **communication devices** to undertake their role

Communication devices

- Use standard operating procedures for telephone communication
- Use email as a communication tool with, colleagues or other departments
- Engage responsibly with social media platforms to monitor guest feedback

2.7 Work effectively **with others to achieve targets**

Working with others to achieve targets

- Complete tasks to meet deadlines
- Co-operation
- Communication
- Observing
- Anticipating needs of guests and colleagues

2.8 **Respond to feedback** from **others** to improve service standards

Respond to feedback

- Appropriately respond to feedback
- Evaluate feedback
- Implement changes following feedback

Others

- Team members
- Supervisors
- Management
- Guests

Unit guidance

AC 1.1 Professional presentation

- Appearance - dressing appropriately to the job role, personal grooming
- Behaviour - conduct, attitude, initiative, standards, punctuality, dependability, skills

AC1.2 **Guest etiquette** refers to the way in which hospitality staff interact with and respond to guests. Appropriate etiquette means that guests are treated with courtesy and respect and are made to feel welcome in the establishment

AC 1.3 **Organisational Skills** - communication, time management, planning and preparation, checklists

AC 2.3 **Guest issues or dissatisfaction** - identify signs of guest dissatisfaction, prompting, uneaten food, body language, verbal complaint, guest comment cards, social media platforms

Colleagues (body language, silence, conflict)

AC 2.4 Digital communication

- Use email as a communication tool with guests or colleagues

Electronic devices

- Electronic point of sales (EPOS)
- Room booking systems
- Restaurant booking systems

- Stock ordering systems
- Credit card machines
- Cold chain monitoring systems

Unit aim:

There are times when opportunities to develop a career in hospitality just happen; but most career advancement comes because an individual has the skills and knowledge needed for the new role. An individual is able to identify the skills and knowledge they need to achieve their career goals and plan how to achieve them. They can show what professional development they have undertaken and how it has been effective.

The aim of this unit is to provide learners with an understanding of how to manage their own personal and professional development opportunities.

Learners will develop an understanding of how to develop their own professional skills and knowledge taking account of their professional strengths and areas for development. They will be given time to follow a development plan in to order to review how they have improved their practice and be more effective in their hospitality roles.

Learning outcome

The learner will:

1. Know how to develop own professional skills and knowledge

Assessment criteria

The learner can:

- 1.1 Describe own **professional strengths**

Professional strengths

- Knowledge
- Skills
- Behaviours
- Qualities

- 1.2 Describe areas for professional development

- 1.3 State **sources** of information on development opportunities

Sources

- Colleagues
- Line managers
- Newspapers

- Careers advisors/careers services
- Job centres
- Internet
- Hospitality journals
- Colleges
- Professional organisations
- Trade exhibitions

1.4 Outline **methods** available to develop own professional skills and knowledge

Methods

- Continuing education (part-time, full-time, online / distance learning)
- Courses accredited by a professional body
- Attending networking events
- Attending trade shows
- Secondments
- On-the-job training
- Shadowing another employee
- Subscribing to newsletters, social media alerts
- Reading hospitality related books, journals, magazines and newsletters
- Conducting online research
- Volunteering work

1.5 Describe **methods** of reviewing personal knowledge and skills development plan

Methods

- Appraisals
- 1-2-1 meeting
- Performance reviews
- Feedback
 - Guests
 - Peers
 - Line managers
- Witness testimony

Learning outcome

The learner will:

2. Be able to review professional knowledge and skills development

Assessment criteria

The learner can:

- 2.1 Describe how own development contributes to improved practice

- 2.2 Identify areas for own development

- 2.3 **Confirm** development of skills and knowledge

Confirm

- Through self assessment

- From others (peers, line managers, guests)

2.4 Review personal development plan

Unit aim:

Everyone must eat and after visiting an expensive restaurant for dinner, having breakfast at a hotel or sharing a takeaway meal with friends, people don't want to find they are ill with potentially life-threatening conditions. The hospitality businesses that provided the food will not want negative publicity and possible loss of guests and income that is likely to follow. Therefore, it is important that all those working in hospitality that come into contact with food are trained in food safety techniques to ensure safe preparation and service practices and to limit the risk that how they handle food could cause harm to guests.

The aim of this unit is to provide learners with the training needed to handle food safely

Through this unit, learners will develop knowledge of food safety procedures to be applied in the kitchen and service environment. They will learn the requirements for keeping themselves and their work area clean and hygienic. Understanding how reducing the risks associated with food storage together with the knowledge of how food should be handled will also be covered in this unit.

Learning outcome

The learner will:

1. Know the importance of food safety procedures

Assessment criteria

The learner can:

1.1 Define food safety

1.2 Define food poisoning

1.3 Outline the **control points** of a food safety management system (HACCP/ISO)

Control points

- Identify hazards associated with food safety
- Identify control points and critical control points
- Set control limits
- Apply corrective actions
- Auditing

- Validation/verification of documentation

1.4 Identify the **benefits** of food safety management systems (HACCP/ISO)

Benefits

- Reduces the risk associated with food safety
- Saves the business money in the long run
- Reduces the risk of food poisoning
- Improves food safety standards
- Ensures compliance with the law
- Improved food quality standards
- Processes to produce safe food

1.5 Identify key food safety **records** used in a food safety management system

Records

- Fitness to work records
- Training records
- Pest control records
- Temperature records – hot and cold
- Refrigerator/freezer temperature records
- Cleaning records
- Stock rotation records
- Audit records

Learning outcome

The learner will:

2. Know how to keep self clean and hygienic

Assessment criteria

The learner can:

2.1 Identify the **features** of protective clothing for food handlers

Features

- No external pockets
- Press studs and Velcro rather than buttons
- Able to cover all own clothes
- Durable
- Easy to clean
- Light in colour
- Head covering
- Long sleeves

2.2 Identify **poor personal hygiene practices**

Poor personal hygiene practices

- Eating/chewing
- Spitting

- Nail biting
- Scratching
- Smoking
- Infrequent cleaning of oneself
- Infrequent cleaning of working environment
- Touching any part of the body
- Tasting using fingers
- Wetting fingers to open bags

2.3 Identify when **Handwashing should occur**

Handwashing should occur

- Starting work
- Between different tasks
- After handling raw foods
- Touching any part of the body
- Returning from breaks
- Returning from the toilet
- After smoking
- After handling money
- After handling chemicals
- After cleaning
- After handling bins or waste

2.4 Identify the **procedure** for safe hand washing

Procedure

- Locate the resources required for safe hand washing
- Turn on taps
- Wet hands
- Apply non perfumed soap
- Create lather
- Rub hands palm to palm.
- Rub the back of your left hand with your right palm with interlaced fingers. Repeat with the other hand.
- Rub your palms together with fingers interlaced.
- Rub the backs of your fingers against your palms with fingers interlocked.
- Clasp your left thumb with your right hand and rub in rotation. Repeat with your left hand and right thumb.
- Rub the tips of your fingers in the other palm in a circular motion, going backwards and forwards. Repeat with the other hand.
- Rinse hands with warm water
- Dry thoroughly with a disposable towel.
- Use the disposable towel to turn off the tap. Rinse hands
- Dry hands with disposable paper towel
- Turn off taps using paper towel avoiding contaminating clean hands

2.5 Identify **reportable illnesses and infections**

Reportable illnesses and infections

- Diarrhoea
- Vomiting
- Colds
- Sore throats

- Congested eyes
- Skin infections
- Stomach upset
- Suspected food poisoning

2.6 Explain the term **carriers**

Carriers

- Healthy
- Convalescent

2.7 State the importance of being 'fit for work'

2.8 State the **features** of plasters suitable for use by food handlers

Features

- Non-food coloured usually blue
- Waterproof
- Metal strip

2.9 Identify **sources** of pathogenic bacteria found in human beings.

Sources

- Hands
- Hair
- Nose
- Mouth
- Ears
- Throat
- Septic cuts
- Spots and boils

Learning outcome

The learner will:

3. Know how to keep the working area clean and hygienic

Assessment criteria

The learner can:

3.1 Identify different types of **cleaning resources** needed to keep the work area clean and hygienic

Cleaning resources

- Detergent
- Sanitisers
- Disinfectant
- Sterilisers
- Bactericides
- Mops
- Buckets

- Cloths
- Vacuum cleaner

3.2 State the **practices** used in a 'clean as you go' policy

Practices

- Working tidily
- Removing waste
- Cleaning down worktops
- Sanitizing work areas
- Emptying bins
- Sweeping floor area
- Mopping

3.3 State the correct order in which the **six stages of cleaning** is used

Six stages of cleaning

- Pre-clean
- Main clean
- Rinse
- Disinfect
- Rinse
- Dry

3.4 State the **key features** of cleaning schedules

Key features

- Who is responsible
- What needs to be cleaned
- When or how often it needs to be cleaned
- How it should be cleaned
- What safety measures are required or considered

3.5 Describe the **process** for cleaning tools and equipment

Process

- Use personal protective equipment
- Dismantle component parts before cleaning
- Use the six-stage cleaning process
- Reassemble component parts after cleaning

3.6 Describe the **safety requirements** for handling and storing chemicals

Safety requirements

- Storage away from foods
- Storage in original containers
- Labelling
- Decanting
- Personal protective equipment (PPE)
- Dilution
- Manufacturers' instructions

3.7 List the **features** of equipment and surfaces suitable for use in food handling areas

Features

- Smooth
- Non-porous

- Easily cleaned
- Non-toxic
- Resistant to corrosion

3.8 Describe how **waste** should be managed safely

Waste

- Unfit food
- Food waste
- Packaging

3.9 Describe the **importance** of keeping the waste storage area clean

Importance

- To prevent odours
- To prevent pests
- To prevent bacteria growth

3.10 Explain how common types of **pests** pose a **risk to food safety**

Pests

- Rodents
- Cockroaches
- Insects
- Domestic pets

Risk to food safety

- Damage to property
- Carry diseases
- Carry pathogenic bacteria
- Dead bodies and droppings are physical contaminants

3.11 Identify **signs** of food pest infestation

Signs

- Droppings
- Smell
- Smear marks
- Pupae cases
- Larvae
- Damaged/gnawed packaging
- Food spillages

3.12 State different **methods** of pest control

Methods

- Kick plates
- Bait points
- Insectocutors
- Bristle strips
- Self-closing door
- Fly screens
- Building maintenance

Learning outcome

The learner will:

4. Know how to store food safely

Assessment criteria

The learner can:

4.1 Describe the **checks** that should be made when storing foods

Checks

- Food temperature
- Storage area conditions are correct
- Damage
- Dates
- Quality
- Signs of pest infestation
- Temperature probe is working correctly
- Raw and cooked foods stored separately

4.2 Describe the **methods** of storing foods safely

Methods

- Placed in appropriate storage area
- Covered
- Wrapped- in suitable containers
- Labelled
- Dated
- Off floor
- Chilled and frozen food to be stored correctly as soon as possible

4.3 Describe **stock rotation systems**

Stock rotation systems

- FIFO (first in first out)
- Day dots
- Date systems
- Labelling

4.4 Describe the difference between 'best before' and 'use by' dates

4.5 Describe the **storage conditions** for food

Storage conditions

- Ambient
- Chilled
- Frozen

4.6 Describe **reasons** why certain foods require refrigeration

Reasons

- To prevent spoilage bacteria from spoiling the food
- To slow down the growth of pathogenic bacteria on food
- To comply with food safety legislation

4.7 Describe the **types** of food contamination

Types

- Chemical
- Physical
- Microbiological
- Allergenic

4.8 Define the term cross contamination

4.9 Describe **ways of reducing cross contamination**

Ways of reducing cross contamination

- Good personal hygiene practice
- Cleaning and disinfecting of work area
- Keeping foods covered and separated
- Separately zoned areas for raw and cooked foods
- Colour coded systems
- Thorough cleaning procedures
- Thorough cooking
- Safe storage practices
- Linear workflow
- Appropriate training

4.10 State **best practice** for thawing/defrosting foods

Best practice

- Adhering to food regulation guidelines
- Use of thawing cabinets
- Use of fridges
- Use of refrigerated rooms

4.11 Identify the **documents** used for recording food storage and temperature control.

Documents

- Delivery monitoring record
- Fridge/freezer monitoring record
- Cooking/cooling record
- Reheating record
- Chilling record

Learning outcome

The learner will:

5. Know the food safety risks associated with food production and service

Assessment criteria

The learner can:

5.1 List the **micro-organisms** associated with food poisoning

Micro-organisms

- Pathogens
- Food borne diseases
- Spoilage organisms

5.2 Identify **non-bacterial causes of food poisoning**

Non-bacterial causes of food poisoning

- Metals
- Poisonous plants
- Chemicals
- Equipment
- Tampering
- Viruses

5.3 Identify **sources of physical contaminants**

Sources of physical contaminants

- People
- Equipment
- Pests
- Premises
- Product

5.4 State the **conditions** for bacterial growth

Conditions

- Warmth
- Food
- Moisture
- Time

5.5 Identify different **types of high-risk foods**

Types of high-risk food

- Ready to eat food
- Foods that receive no further heat treatment or cooking
- Cooked meats
- Poultry
- Dairy products
- Cooked rice
- Stocks
- Sauces
- Fish
- Shellfish

5.6 Describe common **symptoms** of food poisoning

Symptoms

- Nausea
- Diarrhoea

- Vomiting
- Abdominal pain

5.7 Identify the **people** most at risk from food poisoning

People

- Young children
- Elderly
- Sick
- Pregnant women
- Those with immune deficiency

5.8 List **sources** of common allergens and intolerances

Sources

- Peanuts
- Tree nuts
- Eggs
- Shellfish
- Gluten
- Sesame seeds
- Milk
- Soya
- Mustard
- Sulphur dioxide
- Celery

5.9 Describe the **symptoms** of common food allergens and intolerances

Symptoms

- Tingling
- Swelling
- Breathing difficulties
- Vomiting
- Diarrhoea
- Cramps
- Anaphylactic shock

5.10 Define the term temperature **danger zone**

5.11 Understand how **temperature requirements** impact the safety of food

Temperature requirements

Preparation

- Temperature
- Time

Cooking

- Core temperature
- Thorough cooking

Hot Holding

- Core temperature
- Time

Chilling

- Core temperature

- Time

Re-heating

- Core temperature
- Only reheat once

5.12 Describe **techniques** that prevent food poisoning

Techniques

- Cleaning procedures
- Good personal hygiene
- Pest control
- Temperature control
- Storage procedures
- Separate areas for preparation
- Cooking
- Chilling

5.13 Identify the **best practice for chilling food**

Best practice for chilling food

- Rapid cooling of food
- blast chiller/ freezer
- stand/stir food over ice cold water
- decant large quantities into smaller portions

Unit guidance

AC 1.1 Define food safety

- Good personal hygiene
- Keeping food safe and free from contamination
- (Microbial, Physical, Chemical, Allergens)
- Keeping work environment clean
- Storing food safely

AC 1.2 Define food poisoning

- Incubation period
- Symptoms
- Who is most at risk

AC 2.3 Times when handwashing occurs

- After touching face
- Coughing
- Sneezing
- Nose blowing,
- Touching raw food or waste products
- Handling cleaning materials
- After going to the toilet
- After breaks
- After smoking
- Between tasks to prevent cross-contamination
- At the beginning of a shift

- After handling money
- After cleaning a wound
- After touching any part of the body

Advantages and disadvantages to wearing gloves

Advantages

- Barrier for cuts
- Reduction of bacterial contamination
- Public perception

Disadvantages

- Skin infection
- Cost
- False sense of security i.e. gloves not changed frequently enough

AC 2.6 Explain the term carriers

Healthy: Person who carries the virus or bacteria without showing any symptoms

Convalescent: Recovering from the virus or bacteria and continues to be a carrier and can still transmit

AC 2.9 Identify sources of pathogenic bacteria found in human beings.

Sources

- Staphylococcus Aureus – in our hands, hair, nose, mouth, ears, throat, septic cuts, spots and boils
- Clostridium perfringens found in our intestines
- E-coli found in our intestines
- Salmonella found in our intestines

AC 3.2 Define a 'clean as you go' policy

Planned cleaning at all stages especially prior to starting a new job, maintaining a clear workstation free from dirt and obstruction

AC 3.6 Describe the safety requirements for handling and storing chemicals

- Best practice would include applying local legal requirements when working with chemicals

AC 4.4 Describe the difference between 'best before' and 'use by dates'

'Best before dates' are a guidance of optimum freshness and nutritional value.

'Use by date' is an indicator as to the last day a product should be consumed

AC 4.5 Identify the correct storage conditions for food

- Ambient: dry and well-ventilated storeroom
- Chilled: store cooked and raw foods separately
- Frozen: store cooked and raw foods separately
- Optimum storage temperatures:
 - ambient food: 14°C to 18°C
 - chilled food: 1°C to 5°C (lower for fresh fish, 0°C to 3°C)
 - frozen: -18°C to -22°C

AC 4.8 Describe the types of food contamination

- Chemical- cleaning chemicals, pesticides, fertilizers
- Physical – nuts, bolts, screws, hair, insect bodies
- Microbiological- bacteria, moulds, fungi
- Allergenic- dairy, ground and tree nuts, soy, shellfish

AC 4.9 Cross contamination examples

Cross contamination is the transfer of harmful bacteria or allergen from one item or food or work surface or person to food via direct, indirect or drip methods. It is one of the main causes of food poisoning.

Examples

- If raw uncooked meat is kept beside or touches cooked food
- A food worker sneezing or coughing onto food.
- If you use the same chopping board and knife for raw meat and then cooked meat without washing and disinfecting the board and knife.
- Handling raw food and then ready to eat food.
- Using the same scales to weigh wheat flour and then gluten free flour
- Open bags of flour in a store

AC 5.1 Micro-organisms (small living things)

- **Pathogens:** Salmonella, clostridium prefringens, Bacillus cereus, clostridium botulinum, staphylococcus aureus, e-coli.
- **Food borne diseases:** bacillary dysentery, typhoid/paratyphoid, listeria, campylobacter enteritis.
- **Spoilage organisms:** harmless organisms, moulds, viruses, yeasts, toxins

AC 5.10 - Danger Zone Temperature

- 5°C to 63°C

Pathogenic bacteria will grow rapidly given the right conditions; they will grow best within the temperature danger zone. 37°C is ideal, cooking food thoroughly to 75°C kills most pathogenic bacteria however some can survive

AC 5.13 Identify the best practice for chilling food

Best practice for chilling food

- Chill hot food to under 5°C within recommended guideline of 90 minutes and refrigerate
- Methods for chilling: blast chiller; freezer; stand/stir food over ice cold water; decant large quantities into smaller portions
- Do not mix hot with cold foods

Unit 208

Meet guest requirements through menu planning

Unit aim:

Taking care of the guest is the heart of the hospitality business. Doing so means understanding and anticipating what the guest needs are and then knowing how to meet and exceed those needs. Adopting an approach that Guest Service in a modern context integrates not just personal attitude and quality service but includes an understanding of the importance of good health and the principles of a balanced diet to meet guest needs and expectations.

The aim of this unit is to enable the learner to develop knowledge and understanding to better meet guest requests. Learners will develop an understanding of nutrition and special diets that affect menu choices, best practice in menu development, preparation and cooking of dishes and to ensure that changes in nutritional value are minimised for our ever-evolving guest needs.

Learning outcome

The learner will:

1. Understand the principles of menu planning

Assessment criteria

The learner can:

- 1.1 Describe different types of **menus**

Menus

- Breakfast
- Afternoon tea
- Table d'hôte
- A la carte
- Dessert
- Function
- Tasting

- 1.2 Describe **internal factors to be considered** in the planning of menus

Internal factors to be considered

- Staff - availability, expertise
- Equipment
- Food commodities

- 1.3 Describe **external factors to be considered** in the planning of menus

External factors to be considered

- Type of guests
- Guest needs
- Cost of food commodities
- Availability of food commodities
- Location

1.4 Explain the **basic considerations** when designing menus

Basic considerations

- Balance of dishes
- Colour variety
- Texture variety
- Flavours variety
- Balance of ingredients
- Seasonality
- Sustainability
- Cost

Learning outcome

The learner will:

2. Understand how to meet individual guest requirements when planning menus

Assessment criteria

The learner can:

2.1 Identify influencing **factors** affecting guest menu choices

Factors

- Lifestyle choices
- Life stage factors
- Health factors
- Current trends
- Religion
- Traditions
- Customs

2.2 Describe **ways to assist guests** when making menu choices

Ways to assist guests

- Provide information
- Provide dietary advice
- List allergens
- List nutritional values
- Familiarise staff with ingredients used
- Offer a range of dishes
- Design dishes that can be adapted to suit guest needs

- Descriptive language

2.3 Explain the **considerations** when adapting menu items to meet guest dietary needs

Considerations

- Maintaining a balanced nutritional dish
- Avoiding using ingredients that do not meet the guest requirements
- Maintain the organisations standards for the dish
- Texture
- Colour
- Flavour
- Appealing presentation
- Awareness of dietary trends

Learning outcome

The learner will:

3. Know the principles of providing a balanced diet

Assessment criteria

The learner can:

3.1 Describe the links between **nutrition and health**

Nutrition and health

- Lifestyle
- Eating patterns
- Healthy eating guidelines

3.2 Describe the purpose of **essential nutrients**

Essential nutrients

- Carbohydrates – starches and sugar
- Fibre
- Protein
- Fat (including fatty acids)
- Vitamins and minerals

3.3 State the **sources** of essential nutrients

Sources

- Bread
- Cereals
- Fruit
- Vegetables
- Dairy products
- Meat
- Fish
- Pulses
- Foods containing fat

- Foods containing sugar

3.4 Describe the **impact** of diet on health

Impact

- Negative: Heart disease, stroke, obesity, diabetes, malnutrition, tooth decay, high blood pressure
- Positive: Lower cholesterol, reduced risk of heart disease and obesity

3.5 Describe the **culinary practices** that support healthier eating and balanced diet

Culinary practices

- Preparation methods
- Healthier cooking methods
- Balancing recipes, meals and menus
- Finishing techniques
- Minimal service holding times

Learning outcome

The learner will:

4. Understand the requirements of providing special diets

Assessment criteria

The learner can:

4.1 Describe **types of special diets and customer requirements**

Types of special diets and requirements

- Vegetarian, vegan and semi-vegetarian diets
- Moral or ethical choices
- Religious, cultural and belief based diets (kosher, halal)
- Medical and therapeutic diets (diabetic, low cholesterol)
- Allergies and intolerances
- Life stages - babies, adolescents, pregnant women, elderly

4.2 Describe **culinary practices** to be considered when planning and providing meals for those on special diets

Culinary practices

- Interpreting information on labels
- Adjusting menus and recipes
- Substitution of ingredients
- Separation of food items and equipment
- Clear labelling of food
- Communication with staff and guests
- Providing balanced healthy options

4.3 Identify alternative **ingredients** used to meet guest special dietary requirements

Ingredients

- Soya bean products
- Textured vegetable proteins

- Natural sugar replacements
- Gluten free flours
- Cream replaced with coconut cream
- Corn based products

Unit aim:

Mise en place is an important part in the effective running of a professional kitchen. It is used in professional kitchens to refer to organising and arranging the ingredients and equipment that a chef will require for the menu items that they are expected to prepare during their shift.

Working in a busy modern kitchen is a skilled role which includes knowing how the day to day running of the operation works and how to use equipment safely. Whatever type of kitchen an employee works in, knowing the safe and correct handling of tools and equipment are skills that will be used throughout their career as a chef and are the fundamental principles behind any competent commis chef.

The aim of this unit is to enable the learner to plan for the cooking and service process, and to be able to use knives, and small and large equipment safely and confidently for a range of preparation techniques.

Through this unit, learners will develop the skills needed to effectively prepare the kitchen and themselves ready for cooking. They will learn to select, use and maintain a range of tools and equipment to ensure they are safe and effective as chefs. They will develop the skills for a range of preparation techniques.

Learning outcome

The learner will:

1. Be able to prepare for food production and service

Assessment criteria

The learner can:

- 1.1 Use **key sources** of information required to prepare food production and service

Key sources

- Function sheet
- Tasking sheet
- Verbal instruction from line manager
- Team briefings
- Guest requests

- Standardised Recipes
- Standard operating procedures

1.2 Follow **establishment procedures** to ensure the kitchen area is clean and ready for mise en place

Establishment procedures

- Sections clean
- Fridge checks
- Freezer checks
- Equipment turned on and ready for service

1.3 **Plan** the production of simple hot and cold dishes to meet **business requirements**

Plan

- Time plans
- Ingredient lists
- Equipment list
- Allergen risk
- Service requirements

Business requirements

- 1 course
- 2 courses
- 3 courses
- Banquet

Learning outcome

The learner will:

2. Be able to use knives and cutting equipment correctly

Assessment criteria

The learner can:

2.1 Select correct **knives and cutting equipment**

Select

- Chef's knife
- Paring knife
- Filleting knife
- Boning knife
- Carving knife
- Turning knife
- Palette knife
- Serrated knife
- Steel/sharpening tools
- Peeler
- Scissors
- Corers

2.2 Check knives and cutting equipment

Check

- Damage
- Cleanliness
- Sharpness

2.3 Use knives and cutting equipment **effectively**

Effectively

- Safely
- Accuracy
- Precision
- Food safety
- Speed
- Minimum waste
- Hand eye coordination

2.4 Maintain knives and cutting equipment

Maintain

- Cleaning
- Sharpening
- Handling and transportation
- Safe and hygienic storage
- Security

Learning outcome

The learner will:

3. Be able to use small equipment

Assessment criteria

The learner can:

3.1 Select correct **small equipment**

Small equipment

- Blender
- Blow torch
- Can opener
- Carving fork
- Chopping boards
- Cooling rack
- Food processor
- Frying pan/ wok
- Grater
- Mandolin
- Measuring jug
- Mixers

- Moulds and cases
- Pastry brushes
- Piping bag and nozzles
- Ricer
- Rolling pin
- Saucepans
- Scales
- Sieve
- Spatula
- Spider
- Spoons
- Strainers
- Temperature probe
- Trays
- Whisk

3.2 **Check** small equipment

Check

- Damage
- Cleanliness

3.3 Use small equipment **effectively**

Effectively

- Safely
- Accuracy
- Precision
- Food safety
- Minimum waste

3.4 **Maintain** small equipment

Maintain

- Cleaning
- Safe and hygienic storage
- Reporting any damage or faults

Learning outcome

The learner will:

4. Be able to use large equipment

Assessment criteria

The learner can:

4.1 **Select** large equipment

Select

- Cold holding equipment
- Hot holding equipment

- Fryers and griddles
- Grills
- Hobs
- Ovens
- Steamers
- Water bath

4.2 **Check** large equipment

Check

- Damage
- Cleanliness
- Fit for purpose

4.3 Use large equipment **effectively**

Effectively

- Safely
- Food safety
- Minimum waste

4.4 **Maintain** large equipment

Maintain

- Cleanliness
- Disassembled and assembled correctly
- Reporting any damage or faults

Learning outcome

The learner will:

5. Be able to use preparation techniques for mise en place

Assessment criteria

The learner can:

5.1 Check **quality** of ingredients

Quality

- Visual
- Aroma
- Texture
- Use by and best before dates
- Report issues

5.2 Check correct **quantity** of ingredients against recipe

Quantity

- Increase quantity
- Decrease quantity
- Report issues

5.3 Use small equipment to carry out preparation **techniques**

Techniques

- Basting
- Beating
- Blanching
- Blending
- Brushing
- Coating
- Cooling/chilling/refreshing
- Cutting/shaping
- Draining
- Filling
- Folding
- Glazing
- Grating
- Lining
- Mashing
- Measuring
- Mixing
- Moulding and demoulding
- Passing
- Piping
- Portioning
- Pureeing
- Reducing
- Rolling
- Saucing
- Searing
- Serving
- Skimming
- Slicing
- Straining
- Trussing
- Tying
- Turning
- Weighing
- Whisking

5.4 Use large equipment to carry out cooking **techniques**

Techniques

- Baking
- Boiling
- Chilling
- Cold holding
- Freezing
- Frying
- Grilling
- Hot holding
- Poaching
- Roasting
- Steaming

Unit guidance

Teaching of the unit should take a holistic approach and be incorporated into practical units
Assessment Criteria 5.3 – The learner must complete 20 of the techniques listed in the range

Unit 215

Prepare, cook and finish cakes, biscuits and sponge products using standardised recipes

Unit aim:

Having the skills and knowledge to be able to produce, cook and finish quality biscuits, cakes and sponges is essential for any pastry chef. Biscuits, cakes and sponges are an integral part of the guest dining experience and can be decorated to give the wow factor on afternoon teas and dessert buffets.

The aim of this unit is to provide learners with the knowledge and skills of how to produce, cook and finish biscuits, cakes and sponges using standardised recipes. It will provide learners with a comprehensive experience in preparing and working with different commodities to produce biscuits, cakes and sponges.

Learners will develop the understanding and skills to produce, cook and finish biscuits, cakes and sponges using standardised recipes. Learners will learn the different types of biscuits, cakes and sponges. Learners will develop knowledge of the specialist equipment and commodities used in different biscuits, cakes and sponge recipes and apply the methods that they have learnt to produce a range of biscuits, cakes and sponges.

Learning outcome

The learner will:

1. Know types, preparation, cooking and finishing of biscuits, cakes and sponge products

Assessment criteria

The learner can:

1.1 Describe types of **biscuits, cakes and sponge products**

Biscuits products

- Shortbread
- Cookies
- Langue du chat
- Sable
- Tuile
- Flapjacks
- Viennese biscuit

Cakes and sponge products

- Scones

- Fruitcakes
- Muffins
- Sponge-based
- Genoise
- Swiss roll
- Brownies

1.2 Describe **types of commodities** used in the production of biscuits, cakes and sponge products

Types of commodities

- Eggs
- Dairy
- Fats
- Oils
- Flours
- Fruits
- Nuts
- Liquids
- Raising agents
- Sugars
- Spices
- Alcohol
- Fruit compounds
- Chocolate
- Jams
- Setting agents

1.3 Describe the **quality points** of commodities used in the preparation of biscuits, cakes and sponge products

Quality points

- Aroma
- Colour
- Damage
- Freshness
- Packaging
- Size
- Temperature
- Texture
- Type

1.4 Describe the **preparation techniques** for biscuits, cakes and sponge products

Preparation techniques

- Aerating
- Beating
- Blind Bake
- Creaming
- Depositing
- Dividing
- Dusting
- Folding
- Glazing
- Lining

- Measuring
- Piping
- Resting
- Rolling
- Rubbing in
- Scoring
- Shaping
- Sieving
- Weighing
- Whisking

1.5 Describe the **cooking techniques** for biscuits, cakes and sponge products

Cooking techniques

- Dry methods
- Wet methods
- Combination

1.6 Describe the **finishing techniques** for biscuits, cakes and sponge products

Finishing techniques

- Brushing
- Coating
- Dredging
- Dusting
- Egg wash
- Feathering
- Filling
- Glazing
- Icing
- Piping
- Portioning
- Rolling
- Use of decorations

1.7 Describe the **quality points** in finished biscuits, cakes and sponge products

Quality points

- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

2. Be able to prepare biscuits, cakes and sponge products

Assessment criteria

The learner can:

2.1 Check **commodities** are suitable for biscuits, cakes and sponge products

Types of commodities

- Eggs
- Creams
- Milk
- Fats
- Oils
- Flours
- Fruits
- Nuts
- Liquids
- Raising agents
- Sugars
- Spices
- Alcohol
- Fruit compounds
- Essences
- Extracts
- Ganache
- Jams

2.2 Select **small equipment** used when preparing biscuits, cakes and sponge products

Small Equipment

- Blender
- Blow torch
- Can opener
- Chopping boards
- Cooling rack
- Cutters
- Dipping forks
- Grater
- Mandolin
- Measuring jug
- Mixers
- Moulds and cases
- Pastry brushes
- Piping bag and nozzles
- Saucepans
- Scales
- Scraper
- Sieve
- Spatula
- Spoons
- Stem blender
- Step palette knife
- Strainers
- Temperature probe

- Transfer sheets
- Trays
- Whisk

2.3 Select **large equipment** used when preparing biscuits, cakes and sponge products

Large equipment

- Blast chillers and blast freezers
- Cold holding equipment
- Hobs
- Hot holding equipment
- Proving equipment
- Ovens
- Steamers

2.4 Prepare biscuits, cakes and sponge products items using **different methods**

Different methods

- Aerating
- Beating
- Blind Bake
- Creaming
- Depositing
- Dividing
- Dusting
- Folding
- Glazing
- Lining
- Measuring
- Piping
- Resting
- Rolling
- Rubbing in
- Scoring
- Shaping
- Sieving
- Weighing
- Whisking

Learning outcome

The learner will:

3. Be able to cook biscuits, cakes and sponge products

Assessment criteria

The learner can:

3.1 **Cook** biscuits, cakes and sponge products using different methods

Cooking

- Dry methods
- Wet methods
- Combination

3.2 Apply **quality checks** whilst cooking biscuits, cakes and sponge products

Quality checks

- Correct Temperature
- Humidity
- Texture
- Colour

3.3 Use equipment **safely** whilst cooking biscuits, cakes and sponge products

Safely

- Operate equipment in a safe manner
- Handle equipment in a safe manner
- Avoid accidents

3.4 Comply with **food safety standards** whilst cooking biscuits, cakes and sponge products

Food Safety Standards

- Demonstrate good hygiene practices
- Avoid cross contamination
- Adhere to temperature guidelines
- Maintain correct storage of commodities

Learning outcome

The learner will:

4. Be able to finish biscuits, cakes and sponge products

Assessment criteria

The learner can:

4.1 **Finish** biscuits, cakes and sponge products using different methods

Finish

- Brushing
- Coating
- Dredging
- Dusting
- Egg wash
- Feathering
- Filling
- Glazing
- Icing
- Piping
- Portioning
- Rolling

- Use of decorations

4.2 Complete **quality checks** when finishing biscuits, cakes and sponge products

Quality Checks

- Against specification or recipe
- Portion size is correct
- Temperature of food

Unit 216

Prepare, cook and finish pastry products using standardised recipes

Unit aim:

Having the skills and knowledge to be able to produce, cook and finish quality pastry products is essential for any pastry chef. Pastry products form the basis of many starters, main and dessert courses using different textures to enhance the guest dining experience.

The aim of this unit is to provide learners with the knowledge and skills of how to produce, cook and finish pastry products using standardised recipes. It will provide learners with a comprehensive experience in preparing and working with different commodities to produce pastry products.

Learners will develop the understanding and skills to produce, cook and finish pastry products using standardised recipes. Learners will learn the different types of sweet and savoury pastry products. Learners will develop knowledge of the specialist equipment and commodities used in different pastry recipes and apply the methods that they have learnt to produce a range of pastry products.

Learning outcome

The learner will:

1. Know the types, preparation and finishing of pastry products

Assessment criteria

The learner can:

- 1.1 Describe types of **pastry**

Pastry

- Choux
- Filo
- Puff
- Short
- Sweet

- 1.2 Describe **types of commodities** used in the production of pastry products

Types of commodities

- Flour
- Fats
- Sugar

- Raising agents
- Liquid
- Eggs
- Fruits/Nuts

1.3 Describe the **quality points** of commodities used in the preparation of pastry products

Quality points

- Aroma
- Colour
- Damage
- Freshness
- Packaging
- Size
- Temperature
- Texture
- Type

1.4 Describe the **preparation techniques** for pastry products

Preparation techniques

- Weighing /measuring
- Blind baking
- Rubbing-in
- Creaming
- Folding
- Rolling
- Resting
- Beating
- Boiling
- Lining
- Melting

1.5 Describe the **cooking techniques** for pastry products

Cooking techniques

- Dry methods
- Wet methods
- Combination

1.6 Describe the **finishing techniques** for pastry products

Finishing techniques

- Brushing
- Dusting
- Egg wash
- Filling
- Glazing
- Icing
- Piping

1.7 Describe the **quality points** in finished pastry products

Quality points

- Aroma
- Colour

- Consistency
 - Portion size
 - Presentation
 - Taste
 - Temperature
 - Texture
-

Learning outcome

The learner will:

2. Be able to prepare pastry products

Assessment criteria

The learner can:

- 2.1 Check **commodities** are suitable for pastry products

Types of commodities

- Flour
- Fats
- Sugar
- Raising agents
- Liquid
- Eggs
- Fruits/Nuts

- 2.2 Select **small equipment** used when preparing pastry products

Small Equipment

- Blender
- Can opener
- Chopping boards
- Cooling rack
- Food processor
- Grater
- Measuring jug
- Mixers
- Moulds and cases
- Pastry brushes
- Piping bag and nozzles
- Rolling pin
- Saucepans
- Scales
- Sieve
- Spatula
- Spoons
- Strainers
- Trays

- Whisk

2.3 Check **large equipment** used when preparing pastry products

Large equipment

- Blast chillers and blast freezers
- Cold holding equipment
- Fryers
- Hobs
- Hot holding equipment
- Ovens
- Steamers

2.4 Prepare pastry products items using **different methods**

Different Methods

- Weighing /measuring
- Blind baking
- Rubbing-in
- Creaming
- Folding
- Lining
- Rolling
- Resting
- Beating
- Boiling
- Melting

Learning outcome

The learner will:

3. Be able to cook pastry products

Assessment criteria

The learner can:

3.1 Cook pastry products using **different methods**

Different methods

- Dry
- Wet
- Combination

3.2 Apply **quality checks** whilst cooking pastry products

Quality checks

- Correct Temperature
- Oil/fat levels
- Humidity
- Texture
- Colour

3.3 Use equipment **safely** whilst cooking pastry products

Safely

- Operate equipment in a safe manner
- Handle equipment in a safe manner
- Avoid accidents

3.4 Comply with **food safety standards** whilst cooking pastry products

Food Safety Standards

- Demonstrate good hygiene practices
- Avoid cross contamination
- Adhere to temperature guidelines
- Maintain correct storage of commodities

Learning outcome

The learner will:

4. Be able to finish pastry products

Assessment criteria

The learner can:

4.1 Finish pastry products using **different methods**

Different methods

- Icing
- Dusting
- Egg wash
- Brushing
- Glazing
- Piping
- Filling

4.2 Complete **quality checks** when finishing pastry products

Quality Checks

- Against specification or recipe
- Portion size is correct
- Temperature of food

Unit guidance

Pastry products - Short: pasties, savoury flans. **Sweet:** fruit tarts, flans, barquettes **Puff:** vol au vents, sausage/veggie rolls mille feuille, pithivier. **Choux:** profiteroles and éclairs **Filo:** Samosas, Savoury Pie, Baklava **Suet:** sweet suet puddings, savoury suet puddings

Other local pastry varieties

AC 1.5 fillings should include - Crème pâtissière, frangipane, fresh fruit, cream, butter cream, preserves/jam.

Unit 217

Produce, cook and finish dough products using standardised recipes

Unit aim:

Having the skills and knowledge to be able to produce, cook and finish quality dough products is essential for any pastry chef. Dough products can provide accompaniments or form the main component to starters, main and desserts courses using different flavour combinations and textures to enhance the guest dining experience; they can be decorated to give the wow factor on afternoon teas, sandwiches and buffets.

The aim of this unit is to provide learners with the knowledge and skills of how to produce, cook and finish dough products using standardised recipes. It will provide learners with a comprehensive experience in preparing and working with different commodities to produce dough products.

Learners will develop the understanding and skills to produce, cook and finish dough products using standardised recipes. Learners will learn the different types of sweet and savoury dough products. Learners will develop knowledge of the specialist equipment and commodities used in different dough product recipes and apply the methods that they have learnt to produce a range of dough products.

Learning outcome

The learner will:

1. Know types, preparation, cooking and finishing of dough products

Assessment criteria

The learner can:

- 1.1 Describe types of **dough products**

Dough products

- Basic dough
- Enriched dough
- Speciality doughs
- Fermented batter
- Unleavened dough

- 1.2 Describe **types of commodities** used in the production of dough products

Types of commodities

- Eggs
- Fats
- Flour
- Fruits/Nuts
- Herbs/Spices
- Liquid
- Raising agents
- Sugar

1.3 Describe the **quality points** of commodities used in the preparation of dough products

Quality points

- Aroma
- Colour
- Damage
- Freshness
- Packaging
- Size
- Temperature
- Texture
- Type

1.4 Describe the **preparation techniques** for dough products

Preparation techniques

- Weighing /measuring
- Rolling
- Kneading
- Developing
- Proving
- Resting
- Knocking back
- Dividing
- Shaping
- Glazing
- Dusting
- Scoring

1.5 Describe the **cooking techniques** for dough products

Cooking techniques

- Dry methods
- Wet methods
- Combination

1.6 Describe the **finishing techniques** for dough products

Finishing techniques

- Icing
- Dusting
- Egg wash
- Brushing
- Glazing
- Piping

- Filling

1.7 Describe the **quality points** in finished dough products

Quality points

- Aroma
 - Colour
 - Consistency
 - Portion size
 - Presentation
 - Taste
 - Temperature
 - Texture
-

Learning outcome

The learner will:

2. Be able to prepare dough products

Assessment criteria

The learner can:

2.1 Check **commodities** are suitable for dough products

Commodities

- Eggs
- Fats
- Flour
- Fruits/Nuts
- Herbs/Spices
- Liquids
- Raising agents
- Sugar

2.2 Select **small equipment** used when preparing dough products

Small Equipment

- Blender
- Blow torch
- Can opener
- Chopping boards
- Cooling rack
- Food processor
- Frying pans
- Grater
- Mandolin
- Measuring jug
- Mixers
- Moulds and cases
- Pastry brushes

- Piping bag and nozzles
- Rolling pin
- Saucepans
- Scales
- Sieve
- Spatula
- Spider
- Spoons
- Strainers
- Temperature probe
- Trays
- Whisk

2.3 Check **large equipment** used when preparing dough products

Large equipment

- Blast chillers and blast freezers
- Cold holding equipment
- Fryers and griddles
- Grills
- Hobs
- Hot holding equipment
- Proving equipment
- Ovens
- Steamers

2.4 Prepare dough products using **different methods**

Different methods

- Weighing /measuring
- Rolling
- Kneading
- Developing
- Proving
- Resting
- Knocking back
- Dividing
- Shaping
- Glazing
- Dusting
- Scoring

Learning outcome

The learner will:

3. Be able to cook dough products

Assessment criteria

The learner can:

3.1 Cook dough products using **different methods**

Different methods

- Dry
- Wet
- Combination

3.2 Apply **quality checks** whilst cooking dough products

Quality checks

- Correct Temperature
- Oil/fat levels
- Humidity
- Texture
- Colour

3.3 Use equipment **safely** whilst cooking dough products

Safely

- Operate equipment in a safe manner
- Handle equipment in a safe manner
- Avoid accidents

3.4 Comply with **food safety standards** whilst cooking dough

Food Safety Standards

- Demonstrate good hygiene practices
- Avoid cross contamination
- Adhere to temperature guidelines
- Maintain correct storage of commodities

Learning outcome

The learner will:

4. Be able to finish dough products

Assessment criteria

The learner can:

4.1 Finish dough products using **different methods**

Different methods

- Icing
- Dusting
- Egg wash
- Brushing
- Glazing
- Piping
- Filling

4.2 Complete **quality checks** when finishing dough products

Quality Checks

- Against specification or recipe
 - Portion size is correct
 - Temperature of food
-

Unit guidance

Dough products

Bread rolls, loaves (wholemeal, wholegrain, white), bun dough, speciality doughs (naan bread, focaccia, pitta, pizza, flavoured), doughnuts, soda bread, blinis. Other local dough varieties.

Unit 218

Prepare, cook and finish hot desserts using standardised recipes

Unit aim:

Having the skills and knowledge to be able to produce, cook and finish quality hot desserts is essential for any pastry chef. Hot desserts are an integral part of the guest dining experience and following accurate preparation and cooking, can be decorated to produce the wow factor at the end of a meal to give that perfect finale.

The aim of this unit is to provide learners with the knowledge and skills of how to produce, cook and finish hot desserts using standardised recipes. It will provide learners with a comprehensive experience in preparing and working with different commodities to produce a range of hot desserts.

Learners will develop the understanding and skills to produce, cook and finish hot desserts using standardised recipes. Learners will learn about different types of hot desserts. They will develop knowledge of the specialist equipment and commodities used in different hot desserts recipes and apply the techniques that they have learnt to produce a range of hot desserts.

Learning outcome

The learner will:

1. Know the types, preparation, cooking and finishing of hot desserts

Assessment criteria

The learner can:

1.1 Describe types of **hot desserts**

Hot desserts

- Soufflés
- Milk based
- Rice based
- Batter based
- Fruit based
- Sponge based
- Pastry

1.2 Describe **types of commodities** used in the production of hot desserts

Types of commodities

- Eggs
- Dairy
- Fats
- Oils
- Flours
- Fruits
- Nuts
- Liquids
- Raising agents
- Sugars
- Spices
- Alcohol
- Fruit compounds
- Chocolate
- Jams
- Setting agents
- Rice / Grains

1.3 Describe the **quality points** of commodities used in the preparation of hot desserts

Quality points

- Aroma
- Colour
- Damage
- Freshness
- Packaging
- Size
- Temperature
- Texture
- Type

1.4 Describe the **preparation techniques** for hot desserts

Preparation techniques

- Aerating
- Beating
- Blind Bake
- Creaming
- Depositing
- Dividing
- Dusting
- Folding
- Lining
- Measuring
- Piping
- Passing/straining
- Resting
- Rolling
- Rubbing in
- Shaping
- Sieving
- Weighing

- Whisking

1.5 Describe the **cooking techniques** for hot desserts

Cooking techniques

- Dry methods
- Wet methods
- Combination

1.6 Describe the **finishing techniques** for hot desserts

Finishing techniques

- Brushing
- Coating
- Dredging
- Dusting
- Filling
- Glazing
- Icing
- Piping
- Portioning
- Rolling
- Saucing
- Use of decorations

1.7 Describe the **quality points** in finished hot desserts

Quality points

- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

2. Be able to prepare hot desserts

Assessment criteria

The learner can:

2.1 Check **commodities** are suitable for hot desserts

Commodities

- Eggs
- Dairy

- Fats
- Oils
- Flours
- Fruits
- Nuts
- Liquids
- Raising agents
- Sugars
- Spices
- Alcohol
- Fruit compounds
- Chocolate
- Jams
- Setting agents
- Rice / Grains

2.2 Select **small equipment** when preparing hot desserts

Small Equipment

- Blender
- Blow torch
- Can opener
- Chopping boards
- Cooling rack
- Cutters
- Grater
- Frying Pan
- Mandolin
- Measuring jug
- Mixers
- Moulds and cases
- Pastry brushes
- Piping bag and nozzles
- Saucepans
- Scales
- Scraper
- Sieve
- Spatula
- Spoons
- Stem blender
- Step palette knife
- Strainers
- Temperature probe
- Transfer sheets
- Trays
- Whisk

2.3 Check **large equipment** when preparing hot desserts

Large equipment

- Blast chillers
- Blast freezers
- Cold holding equipment

- Hobs
- Grill
- Ovens
- Steamers

2.4 Prepare hot desserts using **different methods**

Different methods

- Aerating
- Beating
- Blind Baking
- Creaming
- Depositing
- Dividing
- Dusting
- Folding
- Lining
- Measuring
- Piping
- Passing/straining
- Resting
- Rolling
- Rubbing in
- Shaping
- Sieving
- Weighing
- Whisking

Learning outcome

The learner will:

3. Be able to cook hot desserts

Assessment criteria

The learner can:

3.1 Cook hot desserts using **different methods**

Different methods

- Baking
- Steaming
- Grilling
- Dry methods
- Wet methods
- Combination

3.2 Apply **quality checks** whilst cooking hot desserts

Quality checks

- Correct Temperature
- Humidity
- Texture
- Colour

3.3 Use equipment **safely** whilst cooking hot desserts

Safely

- Operate equipment in a safe manner
- Handle equipment in a safe manner
- Avoid accidents

3.4 Comply with **food safety standards** whilst cooking hot desserts

Food Safety Standards

- Demonstrate good hygiene practices
- Avoid cross contamination
- Adhere to temperature guidelines
- Maintain correct storage of commodities

Learning outcome

The learner will:

4. Be able to finish hot desserts

Assessment criteria

The learner can:

4.1 **Finish** hot desserts using different methods

Finishing

- Brushing
- Coating
- Dredging
- Dusting
- Filling
- Glazing
- Icing
- Piping
- Portioning
- Rolling
- Saucing
- Use of decorations

4.2 Complete **quality checks** when finishing hot desserts

Quality Checks

- Against specification or recipe
- Portion size is correct
- Temperature of food

Unit 219

Prepare, cook and finish cold desserts using standardised recipes

Unit aim:

Having the skills and knowledge to be able to produce, cook and finish quality cold desserts is essential for any pastry chef. Cold desserts are an integral part of the guest dining experience and following accurate preparation and cooking, can be decorated to produce the wow factor at the end of a meal to give that perfect finale.

The aim of this unit is to provide learners with the knowledge and skills of how to produce, cook and finish cold desserts using standardised recipes. It will provide learners with a comprehensive experience in preparing and working with different commodities to produce a range of cold desserts.

Learners will develop the understanding and skills to produce, cook and finish cold desserts using standardised recipes. Learners will learn about different types of cold desserts. They will develop knowledge of the specialist equipment and commodities used in different cold desserts recipes and apply the techniques that they have learnt to produce a range of cold desserts.

Learning outcome

The learner will:

1. Know the types, preparation, cooking and finishing of cold desserts

Assessment criteria

The learner can:

1.1 Describe types of cold desserts

Cold desserts

- Soufflés
- Iced
- Mousse
- Meringue
- Set egg custards
- Pastry based
- Bavarois based
- Fruit based

1.2 Describe **types of commodities** used in the production of cold desserts

Types of commodities

- Eggs
- Dairy
- Fats
- Oils
- Flours
- Fruits
- Nuts
- Liquids
- Raising agents
- Sugars
- Spices
- Alcohol
- Fruit compounds
- Chocolate
- Jams
- Setting agents

1.3 Describe the **quality points** of commodities used in the preparation of cold desserts

Quality points

- Aroma
- Colour
- Damage
- Freshness
- Packaging
- Size
- Temperature
- Texture
- Type

1.4 Describe the **preparation techniques** for cold desserts

Preparation techniques

- Aerating
- Beating
- Blind Bake
- Creaming
- Depositing
- Dividing
- Dusting
- Folding
- Glazing
- Lining
- Measuring
- Piping
- Resting
- Rolling
- Rubbing in
- Scoring
- Shaping
- Sieving

- Weighing
- Whisking

1.5 Describe the **cooking techniques** for cold desserts

Cooking techniques

- Dry methods
- Wet methods
- Combination

1.6 Describe the **finishing techniques** for cold desserts

Finishing techniques

- Brushing
- Coating
- Dredging
- Dusting
- Feathering
- Filling
- Glazing
- Icing
- Piping
- Portioning
- Rolling
- Saucing
- Soaking
- Use of decorations

1.7 Describe the **quality points** in finished cold desserts

Quality points

- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Temperature
- Texture

Learning outcome

The learner will:

2. Be able to prepare cold desserts

Assessment criteria

The learner can:

2.1 Check **commodities** are suitable for cold desserts

Types of commodities

- Eggs
- Creams
- Milk
- Fats
- Oils
- Flours
- Fruits
- Nuts
- Liquids
- Raising agents
- Sugars
- Spices
- Alcohol
- Fruit compounds
- Essences
- Extracts
- Ganache
- Jams
- Setting agents
- Flavourings, colourings and essence

2.2 Select **small equipment** when preparing cold desserts

Small Equipment

- Blender
- Blow torch
- Can opener
- Chopping boards
- Cooling rack
- Cutters
- Dipping forks
- Grater
- Mandolin
- Measuring jug
- Mixers
- Moulds and cases
- Pastry brushes
- Piping bag and nozzles
- Saucepans
- Scales
- Scraper
- Sieve
- Spatula
- Spoons
- Stem blender
- Step palette knife
- Strainers
- Temperature probe
- Transfer sheets
- Trays
- Whisk

2.3 Check **large equipment** when preparing cold desserts

Large equipment

- Blast chillers
- Blast freezers
- Cold holding equipment
- Hobs
- Ovens
- Steamers

2.4 Prepare cold desserts products items using **different methods**

Different methods

- Aerating
- Beating
- Blind Bake
- Creaming
- Depositing
- Dividing
- Dusting
- Folding
- Glazing
- Lining
- Measuring
- Piping
- Resting
- Rolling
- Rubbing in
- Scoring
- Shaping
- Sieving
- Weighing
- Whisking

Learning outcome

The learner will:

3. Be able to cook cold desserts

Assessment criteria

The learner can:

3.1 **Cook** cold desserts using different methods

Cooking

- Dry methods
- Wet methods
- Combination

3.2 Apply **quality checks** whilst cooking cold desserts

Quality checks

- Correct Temperature
- Humidity
- Texture
- Colour

3.3 Use equipment **safely** whilst cooking cold desserts

Safely

- Operate equipment in a safe manner
- Handle equipment in a safe manner
- Avoid accidents

3.4 Comply with **food safety standards** whilst cooking cold desserts

Food Safety Standards

- Demonstrate good hygiene practices
- Avoid cross contamination
- Adhere to temperature guidelines
- Maintain correct storage of commodities

Learning outcome

The learner will:

4. Be able to finish cold desserts

Assessment criteria

The learner can:

4.1 **Finish** cold desserts using different methods

Finishing

- Brushing
- Coating
- Dredging
- Dusting
- Feathering
- Filling
- Glazing
- Icing
- Piping
- Portioning
- Rolling
- Saucing
- Soaking
- Use of decorations

4.2 Complete **quality checks** when finishing cold desserts products

Quality Checks

- Against specification or recipe
- Portion size is correct
- Temperature of food

Unit 220

Prepare and finish simple chocolate products using standardised recipes

Unit aim:

Chocolate is increasingly common in producing desserts and petit fours. Often elaborate chocolate centres pieces are being used to highlight the skills of the pastry chef and can often be found on dessert buffets.

The aim of this unit is to provide learners with the knowledge and skills of how to produce and finish simple chocolate products. It will provide learners with a comprehensive experience in preparing and working with couverture chocolate and compound chocolate. They will learn to recognise the different types of couverture, quality points, correct storage procedures, common faults and its wider use.

Learners will develop the skills to correctly temper chocolate couverture and the different methods that can be used to achieve this outcome as well as the characteristics of correctly tempered chocolate couverture. Learners will learn to work with specialist pieces of equipment and apply the methods that they have learnt to produce a range of chocolate products.

Learning outcome

The learner will:

1. Know the types, preparation and finishing of simple chocolate products

Assessment criteria

The learner can:

- 1.1 Describe types of **chocolate**

Chocolate

- White
- Milk
- Dark

- 1.2 State **types of commodities** used in the production of simple chocolate products

Types of commodities

- Cocoa Butter
- Cream
- Fats
- Spices

- Alcohol
- Fruit compounds
- Essences
- Extracts
- Ganache
- Jam's/Preserves
- Crémeux
- Nuts
- Praline
- Dehydrated fruit

1.3 Describe the **preparation techniques** for simple chocolate product **items**

Preparation techniques

- Weighing
- Measuring
- Tempering - seeding method
- Tempering - table top method
- Tempering - microwave method
- Lining
- Filling
- Combining
- Sealing

Items

- Runouts
- Garnishes – dipped fruits/curls/chocolate cigars
- Pralines
- Ganache
- Moulded products
- Truffles

1.4 State the **temperature ranges** for tempering different types of chocolate

Temperature ranges

White

- Melt = 43°C / 110°F
- Cool = 25°C / 78°F
- Reheat = 27-28°C / 82-84°F

Milk

- Melt 1 = 46°C / 115°F
- Cool = 26°C / 80°F
- Reheat - 30-31°C / 86-88°F

Dark

- Melt = 48°C / 120°F
- Cool = 27°C / 82°F
- Reheat = 31-32°C / 88-90°F

1.5 Describe the **finishing techniques** for simple chocolate products

Finishing techniques

- Demoulding
- Brushing
- Dusting
- Coating
- Filling
- Piping

1.6 Describe the **quality points** in finished chocolate products

Quality points

- Shine
- Retraction
- Snap
- No signs of fat bloom
- No signs of sugar bloom
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Texture

Learning outcome

The learner will:

2. Be able to prepare simple chocolate products

Assessment criteria

The learner can:

2.1 Check **commodities** are suitable for simple chocolate products

Types of commodities

- Cocoa Butter
- Cream
- Fats
- Spices
- Alcohol
- Fruit compounds
- Essences
- Extracts
- Ganache
- Lemon curd
- Crèmeux
- Nuts
- Praline
- Dehydrated fruit

2.2 Select **small equipment** used when preparing simple chocolate products

Small Equipment

- Acetates
- Blender
- Blow torch
- Can opener
- Chopping boards
- Cooling rack
- Cotton wool
- Dipping forks
- Grater
- Heat gun
- Marble slab
- Measuring jug
- Mixers
- Moulds and cases
- Pastry brushes
- Piping bag and nozzles
- Saucepans
- Scales
- Scraper
- Spatula
- Spoons
- Step palette knife
- Stem blender
- Temperature probe
- Transfer sheets
- Trays
- Whisk

2.3 Check **large equipment** used when preparing simple chocolate products

Large equipment

- Blast chillers and blast freezers
- Cold holding equipment
- Hobs
- Microwave

2.4 Prepare simple chocolate products **items** using **different methods**

Different methods

- Weighing
- Measuring
- Tempering - seeding method
- Tempering - table top method
- Tempering - microwave method
- Lining
- Filling
- Combining
- Sealing

Items

- Runouts
- Garnishes
- Pralines
- Ganache
- Moulded products
- Truffles

2.5 Apply **quality checks** whilst preparing simple chocolate products

Quality checks

- Correct Temperature
- Humidity
- Texture

2.6 Use equipment **safely** whilst preparing simple chocolate products

Safely

- Operate equipment in a safe manner
- Handle equipment in a safe manner
- Avoid accidents

2.7 Comply with **food safety standards** whilst preparing simple chocolate products

Food Safety Standards

- Demonstrate good hygiene practices
- Avoid cross contamination
- Adhere to temperature guidelines
- Maintain correct storage of commodities

Learning outcome

The learner will:

3. Be able to finish simple chocolate products

Assessment criteria

The learner can:

3.1 **Finish** simple chocolate products using different methods

Finishing

- Demoulding
- Brushing
- Dusting
- Coating
- Filling
- Piping
- Spraying

3.2 Complete **quality checks** when finishing simple chocolate products

Quality Checks

- Shine

- Retraction
- Snap
- No signs of fat bloom
- No signs of sugar bloom
- Aroma
- Colour
- Consistency
- Portion size
- Presentation
- Taste
- Texture
- Neatness

Unit guidance

Equipment requirements - Basic specialist pieces of equipment such as marble slabs, specialist moulds, dipping forks etc. will be required to ensure that the skills may be developed. Expensive specialist equipment is **not** required.

With its increased use, learners should be aware ruby chocolate is used in the same way as white chocolate.

Appendix 1

Mapping of 8064 IVQ to 8065 IVQ

The following table shows how the content unit of the new 8064-02 Level 2 Diploma in Food Preparation and Culinary Arts - Patisserie maps against the content of units in 8065-03 Level 2 Diploma in Food Prep and Cooking (Patisserie).

Note that previous experience or qualification gained may reduce the amount of learning hours required. However, all the assessments **must** be completed successfully in order to achieve this qualification.

Unit no	Unit name	Mapping information
201	Understand the hospitality industry	201 Introduction to the hospitality and catering industry - LO1
202	Understand business success	202 Safety at work 219 Catering operations, costs and menu planning LO3 201 Introduction to the hospitality and catering industry-LO2 <i>8065-202 is Health & Safety only. 8064 unit includes other legislation, costs, technology</i>
203	Provide guest service	204 Customer service in hospitality and catering industry - LO1 103 Customer service in hospitality and catering industry - LO1 <i>8064-203 is only theory - LO1 practical covered in 222</i>
204	Awareness of sustainability in the hospitality industry	<i>New content</i>
205	Professional workplace standards	201 Introduction to the hospitality and catering industry - LO1, LO2
206	Understand own role in self development	<i>New content</i>
207	Food safety	203 Food safety in catering <i>Similar - updated content and terminology Can be claimed through RPL using unit 806 Food safety (proxy)</i>
208	Meet guest requirements through menu planning	206 Healthier foods and special diets <i>8064 unit has more detail on guest requirements</i>

Unit no	Unit name	Mapping information
209	Mise en place	207 Prepare, cook and finish stocks, soups and sauces 208 Prepare, cook and finish fish and shellfish dishes 209 Prepare, cook and finish meat, poultry and offal 210 Prepare, cook and finish vegetables, fruit and pulses 211 Prepare, cook and finish rice, grain, farinaceous products and egg dishes 212 Prepare, cook and finish bakery products 213 Prepare, cook and finish hot and cold desserts and puddings 110 Introduction to basic kitchen procedures <i>A new unit which separates out the preparation techniques</i>
215	Prepare, cook and finish cakes, biscuits and sponge products using standardised recipes	214 Prepare, cook and finish cakes, biscuits and sponge products
216	Prepare, cook and finish pastry products using standardised recipes	215 Prepare, cook and finish pastry products <i>Filo has been added to range</i>
217	Prepare, cook and finish dough products using standardised recipes	216 Prepare, cook and finish dough products
218	Prepare, cook and finish hot desserts using standardised recipes	217 Prepare, cook and finish hot desserts and puddings
219	Prepare, cook and finish cold desserts using standardised recipes	218 Prepare, cook and finish cold desserts
220	Prepare, cook and finish simple chocolate products using standardised recipes	<i>New content</i>

Appendix 2

Sources of general information

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

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents 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 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.

Appendix 3

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates,
Registrations/enrolment, Invoices, Missing or
late exam materials, Nominal roll reports,
Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing
or late exam materials, Incorrect exam
papers, Forms request (BB, results entry),
Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing
or late exam materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical
problems, Entries, Results, e-assessment,
Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

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