

Unit 309: Produce and present advanced desserts and dough products using standardised recipes

Sample scheme of work

This sample scheme of work covers classroom-based learning for Unit 309. It is based on 80 hours covering 14 sessions. It is an example only of a possible scheme of work and is based on theory and practical within a further education centre but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners' needs.

Unit 309 is designed as a stand-alone unit and should be used in conjunction with the standards set for the qualification to ensure full coverage of the learning requirements. However, there are elements of coverage within all the other units within the qualification.

You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.

Reference is made within the scheme of work to **worksheets, handouts, activities and PowerPoint presentations** (in black bold) that are available on SmartScreen.co.uk for tutors to use with learners. Any other resources listed are not provided on SmartScreen

but provide guidance for the tutor as to others they may produce. Delivery timings are given; however, these can be amended to suit the group. The content of presentations, discussions, explanations etc are left to the professionalism of the course tutor.

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

- Health and Safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- Core skills (mathematics, reading, writing, speaking and listening)
- Extension tasks and differentiation, inclusion, entitlement and equality issues
- Spiritual, moral, social and cultural issues
- Environmental education
- Use of information learning technology (ILT).

Unit 309: Produce and present advanced desserts and dough products using standardised recipes

Sample scheme of work

Course/qualification: _____ Tutor's name: _____

Number of sessions: 14 Delivery hours: 80 Venue: _____ Group: _____

Aims	Learning outcomes
<ul style="list-style-type: none">• The purpose of this unit is to provide learners with the skills of how to produce and present advanced desserts and dough products using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs.• Learners will develop an understanding and skills to prepare, cook and finish classical and contemporary methods of to create desserts course dishes for a meal experience suitable for restaurant and volume catering.	<p>To enable learners to:</p> <ul style="list-style-type: none">• prepare, cook and finish advanced hot dessert dishes• prepare, cook and finish advanced cold dessert dishes• prepare, cook and finish advance dough items.

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>1 3 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced hot dessert dishes</p> <p>1.1 Check quality of ingredients</p> <p>1.2 Determine correct quantity of ingredients</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Ask individuals to think about their favourite hot and cold desserts dish and justify why, describing the characteristic of the dish. Individuals should present and discuss as a class. • Outline the focus of the lesson to include: Ingredients of hot and cold desserts and quality and quantity checks. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Activity: Ask the group to discuss what they think makes a good dessert/pastry chef. Encourage small group discussion of what are the skills and knowledge a chef needs to produce hot and cold desserts and display on a whiteboard their reason to the class and explain their rationale for doing so. • Deliver PowerPoint presentation 1: Ingredients of hot and cold desserts • Group discussion: Discuss the importance and reasons for being able to change a recipe to fit the requirements of the organisation and the guests. Individuals to discuss with peers and then as a group. • Activity: Task learners as individuals to think about their favourite hot and cold desserts dish that they discussed in the starter session. Ask them to research using the internet the ingredients used in the dishes and classify them into different groups, suggesting what alternative ingredients could be used if the ingredient wasn't available. • Activity 1: Hot and cold desserts ingredients. Set a time limit of 40 minutes. Discuss/fill gaps as a class. • Deliver PowerPoint presentation 2: Quality and quantity checks. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p> <p>Activity 1</p> <p>Activity 2</p> <p>Activity 3</p> <p>Worksheet 1</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Worksheet 1: Task learners as individuals to think about the hot and cold dessert dish they used for the previous activity and to identify the quality checks they would undertake for the ingredients used within the dishes. • Activity 2: Quality checks. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Activity 3: 1-minute paper: Learners to summarise the key points about the checking the quality and quantity of ingredients used in hot and cold dessert dishes covered in the lesson. Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Independent learning:</p> <ul style="list-style-type: none"> • Using the internet, learners are to research 1 x hot and 1 x cold dessert that is modern and contemporary, highlighting what ingredients, equipment and method are being used and what makes it modern compared to other dessert dishes. This should be completed independently and handed in to the tutor at the next session. Activity 4: Modern and contemporary desserts. • Worksheet 2: Ingredients. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 1 • PowerPoint presentation 2 • Activity 1 • Activity 2 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Activity 3 • Activity 4 • Worksheet 1 	
<p>2 2 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced hot dessert dishes</p> <p>1.3 Monitor the safe use of equipment used when making advanced hot desserts dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Task learners to list on a whiteboard the quality and quality check associated with the production of hot and cold desserts. • Outline the focus of the lesson to include: Small and Large equipment for hot and cold desserts. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Activity: Think-pair-share: Ask learners in small groups to write down what current technology/large equipment is used in the pastry department. It is important that the learners are encouraged to think as widely as possible and do not come up with standard pieces of large equipment. Learners should then discuss their idea with a partner before sharing it with the group. Ask the pairs to display on a whiteboard their reason to the class and explain their rationale for doing so. • Deliver PowerPoint presentation 3: Large equipment. • Group discussion: Discuss the importance and reasons for the safe use, cleaning and storage of equipment. Individuals to discuss with peers and then as a group. • Activity: Learners as small groups to think about the pieces of large equipment they discussed in the introductory task and research these using the internet to produce a summary and safe usage guide. • Activity 5: Equipment summary guide. Set a time limit of 40 minutes. Discuss/fill gaps as a class. • Deliver PowerPoint presentation 4: Small equipment. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p> <p>Activity 5</p> <p>Activity 6</p> <p>Activity 3</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Activity: Task learners as pairs to think about one cold dessert dish they could produce for a VIP meal and get them to identify the small equipment need to produce the dish. • Activity 6: VIP cold dessert equipment list. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Activity 3: 1-minute paper: Learners to summarise the key points about the use of large and small equipment covered in the lesson. Encourage peer to peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners. • Group question and answer session: individual learner's oral questions specific to the topic. <p>Independent learning:</p> <ul style="list-style-type: none"> • Using the internet, learners are to research a Michelin starred restaurant and analyse the dessert menu to explain why they believe the dishes on the menu have been chosen (indicative points should include restaurant/chef style, seasonality, number of items on the menu, etc.) • Learners to complete Worksheet 3: Large and small equipment. This should be completed independently and handed in to the tutor at the next session. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 3 • PowerPoint presentation 4 • Activity 5 • Activity 6 • Activity 3 • Worksheet 3 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>3 4 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced hot dessert dishes</p> <p>Learning outcome 2: Be able to prepare, cook and finish advanced cold dessert dishes</p> <p>1.4 Prepare a range of advanced hot dessert courses dishes using correct preparation methods</p> <p>1.5 Cook a range of advanced hot dessert courses dishes using different methods of cookery</p> <p>1.6 Apply quality checks during the cooking of advanced hot dessert course dishes</p> <p>1.7 Use equipment safely during the cooking of advanced hot dessert course dishes</p> <p>1.8 Finish a range of advanced hot dessert course dishes using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Task learners to list on a whiteboard the safe use of both large and small equipment checks associated with the production of hot and cold desserts. In addition, undertake a short quiz based on the types of equipment used. • Having set a preparation task in the previous session, Worksheet 3: Large and small equipment, individual learners to present their paper for peer review/marking. Any areas of concern should be addressed to the tutor for review. • Learners to submit to the tutor their research on a Michelin starred restaurant and analysis on the dessert menu and explain why they believe the dishes on the menu have been chosen. Tutor to mark post lesson and provide individual feedback to the learner. • Activity: Think-pair-share: Ask learners to in small groups to think about a well-recognised hot and cold dessert dish. Groups to redesign the dish to apply modern cookery techniques and ingredients; for example, deconstruction of the dish. G4droups should describe the characteristic of the new approach to the dishes. Groups should present and discuss as a class. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Outline the focus of the lesson to include: Preparation, cooking and finishing of hot and cold desserts. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Deliver PowerPoint presentation 5: Preparation methods for hot and cold desserts. • Group discussion: Discuss the importance, impact and reasons for following recipes in the production of hot and cold desserts. Individuals to discuss with peers and then as a group. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p> <p>Activity 7</p> <p>Activity 8</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.4 Prepare a range of advanced cold dessert courses dishes using correct preparation methods</p> <p>2.5 Cook a range of advanced cold dessert courses dishes using different methods of cookery</p> <p>2.6 Apply quality checks during the cooking of advanced cold dessert course dishes</p> <p>2.7 Use equipment safely during the cooking of advanced cold dessert course dishes</p> <p>2.8 Finish a range of advanced cold dessert course dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Activity: Tutor to provide learners with a number of different recipes for advanced desserts. Learners as small groups to think and identify the different types of preparation methods used in the production of the dish. • Activity 7: Hot and cold dessert preparation. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Deliver PowerPoint presentation 6: Cooking methods for hot and cold desserts. • Deliver PowerPoint presentation 7: Finishing methods. • Activity: Using the recipes and dishes provided by the tutor earlier in the session, learners as small groups are to design how the dish would be presented on the plate and served to the guest. They must provide a justification on the design and service of the dish. Paper and coloured pens/pencils should be provided. • Activity 8: Hot and cold dessert plating. Set a time limit of 40 minutes. Discuss/fill gaps as a class • Deliver PowerPoint presentation 8: Quality checks for hot and cold desserts. • Group discussion: Discuss the importance of temperature and time when cooking and producing hot and cold desserts. • Group question and answer session: Individual learner's oral questions specific to the topic. <p>Independent learning:</p> <ul style="list-style-type: none"> • Using the internet, learners are to design an innovative hot and cold dessert that could be served on a new menu launch. • Learners to complete Worksheet 4: Prep, cook and finish hot and cold desserts. This should be completed independently and handed in to the tutor at the next session. 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 5 • PowerPoint presentation 6 • PowerPoint presentation 7 • PowerPoint presentation 8 • Activity 7 • Activity 8 • Worksheet 4 	
<p>4 7 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced hot dessert dishes</p> <p>1.4 Prepare a range of advanced hot dessert courses dishes using correct preparation methods</p> <p>1.5 Cook a range of advanced hot dessert courses dishes using different methods of cookery</p> <p>1.6 Apply quality checks during the cooking of advanced hot dessert course dishes</p> <p>1.7 Use equipment safely during the cooking of advanced hot dessert course dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Task learners to list on a white board 2 x different hot and cold desserts dishes, outlining the steps involved with the production, cooking and service of them. • Having set a preparation task in the previous session, Worksheet 4: Prep, cook and finish hot and cold desserts, individual learners to present their paper for peer review/marketing. Any areas of concern should be addressed to the tutor for review. • Activity: Review and share. Learners to share with a peer their innovative hot and cold dessert that could be served on a new menu launch. Feedback should be given and include positive and areas for the dish's development. These should be submitted after the activity to the tutor to mark post lesson and provide individual feedback to the learner. • Outline the focus of the lesson to include: Preparation, cooking and finishing of hot desserts. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.8 Finish a range of advanced hot dessert course dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ hot desserts using the baking method of cookery ○ hot desserts using the steaming method of cookery ○ hot desserts using the poaching method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration, task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	
<p>5 7 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced hot dessert dishes</p> <p>1.4 Prepare a range of advanced hot dessert courses dishes using correct preparation methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of hot dessert dishes. • Outline the focus of the lesson to include: Preparation, cooking and finishing of hot desserts. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.5 Cook a range of advanced hot dessert courses dishes using different methods of cookery</p> <p>1.6 Apply quality checks during the cooking of advanced hot dessert course dishes</p> <p>1.7 Use equipment safely during the cooking of advanced hot dessert course dishes</p> <p>1.8 Finish a range of advanced hot dessert course dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ hot desserts using the boiling method of cookery ○ hot desserts using the sous-vide method of cookery ○ hot desserts using the stewing method of cookery ○ hot desserts using the combination method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Individual learner activity</p>
<p>6 7 hours</p>	<p>Learning outcome 1: Be able to prepare, cook and finish advanced hot dessert dishes</p> <p>1.4 Prepare a range of advanced hot dessert courses dishes using correct preparation methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of hot dessert dishes. • Outline the focus of the lesson to include: Preparation, cooking and finishing of hot desserts. Encourage Q&A and discussion in 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.5 Cook a range of advanced hot dessert courses dishes using different methods of cookery</p> <p>1.6 Apply quality checks during the cooking of advanced hot dessert course dishes</p> <p>1.7 Use equipment safely during the cooking of advanced hot dessert course dishes</p> <p>1.8 Finish a range of advanced hot dessert course dishes using appropriate finishing methods</p>	<p>order to engage and develop ideas and thinking which will help with the completion of this unit.</p> <ul style="list-style-type: none"> • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ hot desserts using the shallow frying method of cookery ○ hot desserts using the deep-frying method of cookery ○ hot desserts using the baking method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Individual learner activity</p>
<p>7 7 hours</p>	<p>Learning outcome 2: Be able to prepare, cook and finish advanced cold dessert dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of hot dessert dishes. 	<p>Tutor observation</p> <p>Question and answer</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.4 Prepare a range of advanced cold dessert courses dishes using correct preparation methods</p> <p>2.5 Cook a range of advanced cold dessert courses dishes using different methods of cookery</p> <p>2.6 Apply quality checks during the cooking of advanced cold dessert course dishes</p> <p>2.7 Use equipment safely during the cooking of advanced cold dessert course dishes</p> <p>2.8 Finish a range of advanced cold dessert course dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Outline the focus of the lesson to include: Preparation, cooking and finishing of cold desserts. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit • Provide learners with recipes, these recipes are decided by the centre and will consider a wide range of different preparation, cooking and finishing methods showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ cold dessert using the boiling method of cookery ○ cold dessert using the poaching method of cookery ○ cold dessert using the simmering method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Group activity</p> <p>Individual learner activity</p>
<p>8 7 hours</p>	<p>Learning outcome 2: Be able to prepare, cook and finish advanced cold dessert dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of cold dessert dishes. 	<p>Tutor observation</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.4 Prepare a range of advanced cold dessert courses dishes using correct preparation methods</p> <p>2.5 Cook a range of advanced cold dessert courses dishes using different methods of cookery</p> <p>2.6 Apply quality checks during the cooking of advanced cold dessert course dishes</p> <p>2.7 Use equipment safely during the cooking of advanced cold dessert course dishes</p> <p>2.8 Finish a range of advanced cold dessert course dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Outline the focus of the lesson to include: Preparation, cooking and finishing of cold desserts. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ cold dessert using the steaming method of cookery ○ cold dessert using the couis-vidé method of cookery ○ cold dessert using the combination method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>
<p>9 7 hours</p>	<p>Learning outcome 2: Be able to prepare, cook and finish advanced cold dessert dishes</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of cold dessert dishes. 	<p>Tutor observation</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>2.4 Prepare a range of advanced cold dessert courses dishes using correct preparation methods</p> <p>2.5 Cook a range of advanced cold dessert courses dishes using different methods of cookery</p> <p>2.6 Apply quality checks during the cooking of advanced cold dessert course dishes</p> <p>2.7 Use equipment safely during the cooking of advanced cold dessert course dishes</p> <p>2.8 Finish a range of advanced cold dessert course dishes using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Outline the focus of the lesson to include: Preparation, cooking and finishing of cold desserts. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ cold desserts using the baking method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dish against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>
<p>10 4 hours</p>	<p>Learning outcome 3: Be able to prepare, cook and finish advanced dough items</p> <p>3.4 Prepare a range of advanced dough items using correct preparation methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Get individuals to think about their favourite sweet and savoury dough items and then justify why they are their favourite items, describing the characteristics. Individuals should present and discuss as a class. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>3.5 Cook a range of advanced dough items using different methods of cookery</p> <p>3.6 Apply quality checks during the cooking of advanced dough items</p> <p>3.7 Use equipment safely during the cooking of advanced dough items</p> <p>3.8 Finish a range of advanced dough items using appropriate finishing methods</p>	<ul style="list-style-type: none"> • Activity: Ask the group to discuss what they think makes a good baker. Encourage small group discussion of what are the skills and knowledge a chef needs to produce advanced dough items and display on a whiteboard their rationale. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced dough items. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Activity: Think-pair-share - Ask learners in small groups to think about a well-recognised dough item from around the world. Groups to redesign the dishes to apply modern cookery techniques and ingredients, for example deconstruction of the dish. Groups should describe the characteristic of the new approach to the dishes. Groups should present and discuss as a class. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Deliver PowerPoint presentation 9: Preparation methods for advanced dough items. • Group discussion: Discuss the importance, impact and reasons for following recipes in the production of advanced dough items Individuals to discuss with peers and then as a group. • Activity: Tutor to provide learners with a number of different recipes for advanced dough items. Learners as small groups to think and identify the different types of preparation methods used in the production of the dish. • Activity 9: Advanced dough items preparation. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Deliver PowerPoint presentation 10: Cooking methods for advanced dough Items. 	<p>Individual learner activity</p> <p>Activity 9</p> <p>Activity 3</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Deliver PowerPoint presentation 11: Finishing methods for advanced dough items • Group discussion: Discuss the importance of temperature and time when cooking and producing hot and cold desserts. • Group question and answer session: Individual learner's oral questions specific to the topic. • Activity 3: 1-minute paper: Learners to summarise the key points about the preparation, cookery and finishing methods for advanced dough items covered in the lesson. Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners. <p>Independent learning:</p> <ul style="list-style-type: none"> • Using the internet, learners are to design an innovative dough item that could be served on a new menu launch. • Learners to complete Worksheet 5: Prep, cook and finish advanced dough items. This should be completed independently and handed in to the tutor at the next session. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 9 • PowerPoint presentation 10 • PowerPoint presentation 11 • Activity 9 • Activity 3 • Worksheet 5 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>11 7 hours</p>	<p>Learning outcome 3: Be able to prepare, cook and finish advanced dough items</p> <p>3.4 Prepare a range of advanced dough items using correct preparation methods</p> <p>3.5 Cook a range of advanced dough items using different methods of cookery</p> <p>3.6 Apply quality checks during the cooking of advanced dough items</p> <p>3.7 Use equipment safely during the cooking of advanced dough items</p> <p>3.8 Finish a range of advanced dough items using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Having set a preparation task in the previous session, Worksheet 5: Prep, cook and finish advanced dough items, individual learners to present their paper for peer review/marking and any areas of concern should be addressed to the tutor for review. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced dough items. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes, these recipes are decided by the centre and will consider a wide range of different preparation, cooking and finishing methods showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced dough items using the baking method of cookery • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook the dough items. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dough item against their specification • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>12 7 hours</p>	<p>Learning outcome 3: Be able to prepare, cook and finish advanced dough items</p> <p>3.4 Prepare a range of advanced dough items using correct preparation methods</p> <p>3.5 Cook a range of advanced dough items using different methods of cookery</p> <p>3.6 Apply quality checks during the cooking of advanced dough items</p> <p>3.7 Use equipment safely during the cooking of advanced dough items</p> <p>3.8 Finish a range of advanced dough items using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced dough items. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced dough items. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced dough items using the frying method of cookery ○ advanced dough items using the griddling method of cookery. • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook the dough items. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dough item against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>13 7 hours</p>	<p>Learning outcome 3: Be able to prepare, cook and finish advanced dough items</p> <p>3.4 Prepare a range of advanced dough items using correct preparation methods</p> <p>3.5 Cook a range of advanced dough items using different methods of cookery</p> <p>3.6 Apply quality checks during the cooking of advanced dough items</p> <p>3.7 Use equipment safely during the cooking of advanced dough items</p> <p>3.8 Finish a range of advanced dough items using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced dough items. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced dough items. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced dough items using the boiling method of cookery ○ advanced dough items using the steaming method of cookery • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook the dough items. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dough item against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>14 4 hours</p>	<p>Learning outcome 3: Be able to prepare, cook and finish advanced dough items</p> <p>3.4 Prepare a range of advanced dough items using correct preparation methods</p> <p>3.5 Cook a range of advanced dough items using different methods of cookery</p> <p>3.6 Apply quality checks during the cooking of advanced dough items</p> <p>3.7 Use equipment safely during the cooking of advanced dough items</p> <p>3.8 Finish a range of advanced dough items using appropriate finishing methods</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of advanced dough items. • Outline the focus of the lesson to include: Preparation, cooking and finishing of advanced dough items. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Provide learners with recipes decided by the centre, considering a wide range of different preparation, cooking and finishing methods and showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for: <ul style="list-style-type: none"> ○ advanced dough items using the combination method of cookery • Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology. • Following the explanation and demonstration task learners to prepare and cook the dough items. Encourage the learners to develop their skills through observation and individual feedback. • Explain the requirements to evaluate each and every dough item against their specification. • Group question and answer session: Individual learner’s oral questions specific to the topic. <p>Resources:</p> <ul style="list-style-type: none"> • Recipes from the centre 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>