

Level 2 Diploma in Food Preparation and Cooking (Patisserie) 8065-03

March 2012 Version 3.1 (June 2015)



Qualification at a glance

Subject area	Food Preparation and Culinary Arts
City & Guilds number	8065
Age group approved	16+
Assessment	Practical assignments and synoptic test
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Level and title	City & Guilds number	Qualification accreditation number
Level 2 Diploma in Food Preparation and Cooking Patisserie	8065-03	600/4876/1

Version number	Changes made	Section
2.1 (May 2012)	New resource requirements	Centre Requirements
2.2 (June 2013)	Added extra range to unit 203	Units
3.0 (December 2013)	Amendments made to the range of units 214, 215, 217 & 218	Units
3.1 (June 2015)	Amendments made to the range of units 203, 214, 215, 217 & 218	Units



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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?	The Level 2 Diploma in Patisserie is for candidates who wish to work in the hospitality industry and specialise in Patisserie. They will already have knowledge of the basic principles of kitchen work, or will demonstrate the commitment and enthusiasm to work and study in order to supplement their existing knowledge. Candidates will be required to display both practical skills and the associated knowledge in order to complete the assessments
What does the qualification cover?	The qualification covers food safety and safety at work and the preparation, cooking and finishing of a wide range of patisserie products
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• City & Guilds Level 2 Food Preparation and Cooking (Culinary Arts) – 8065-02• City & Guilds Level 3 Advanced Diploma in Food Preparation and Cookery Supervision – 8065-04• City & Guilds Level 3 Diploma in Professional Cookery - 7100

2 Structure

To achieve the Level 2 Diploma in Food Preparation and Cooking (Patisserie), learners must achieve all of the units listed in the table below.

Level 2 Diploma in Patisserie (8065-03)				
City & Guilds unit number	Unit accreditation number	Unit title	Notional learning hours	Guided learning hours
202	H/503/7576	Safety at work	60	40
203	M/503/7578	Food safety in catering	30	20
214	J/503/7859	Prepare, cook and finish cakes, biscuits and sponge products	40	28
215	A/503/7860	Prepare, cook and finish pastry products	30	20
216	F/503/7861	Prepare, cook and finish dough products	40	28
217	J/503/7862	Prepare, cook and finish hot desserts and puddings	25	12
218	L/503/7863	Prepare, cook and finish cold desserts	25	12
222	Assessment	Patisserie Principles	N/A	



3 Centre requirements

Approval

If your Centre is approved to offer the following qualification:

- (7065-42) Level 2 IVQ Diploma in Patisserie (500/5763/7)
you can apply for approval for the new:
- (8065-03) Level 2 Diploma in Food Preparation and Cooking (Patisserie)

using the **Fast Track Approval Form**, available from the City & Guilds website.

Centres should use the Fast Track Form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

New centres will need to gain both centre and qualification approval to offer this qualification. 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 qualification before designing a course programme.

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, griddles, deep fat fryers, bain maries, hot plates, display cabinets 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 this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

be occupationally competent or technically knowledgeable in the area] for which they are delivering training and/or 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.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

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

Age restrictions

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



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 qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, 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 this qualification:

Description	How to access
Candidate logbook	www.cityandguilds.com
Assessment Pack	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk



4 Assessment

Assessment of the qualification

Level 2 Diploma in Food Preparation and Cooking (Patisserie) (8065-03)	
Practical assignments Learners are required to successfully complete practical assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at www.cityandguilds.com	Externally set question papers To achieve the qualification, candidates are required to be successful in the following examinations: <ul style="list-style-type: none">• Food Safety in Catering• Patisserie Principles Please refer to the International Directory on the Walled Garden for dates and times of each examination. Test specifications for each examination can be found in Appendix 1 of the Assessment Pack



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit Accreditation Number (UAN)
- title
- level
- national learning hours (NLH)
- guided learning hours (GLH)
- learning outcomes which are comprised of a number of assessment criteria

UAN:	H/503/7576
Level:	Level 2
NLG:	60
GLH:	40
Aim:	<p>This unit covers common hazards and risks and the ways to control and minimise them. The concept of a hazard and its associated risk is introduced and learners then progress to identifying common hazards and associated risks and the steps involved in the risk assessment process.</p> <p>The unit outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures. Learners should be aware of the functions of personal protective equipment (PPE) and the types of safety signs.</p> <p>Students are expected to apply these safety procedures in completing this qualification.</p>

Learning outcome
<p>The learner will:</p> <p>1 know how to identify and control hazards in the workplace</p>
Assessment criteria
<p>The learner can:</p> <p>1.1 list causes of slips, trips and falls in the workplace</p> <p>1.2 state the steps to minimise the risk of slips, trips and falls</p> <p>1.3 identify the main injuries from manual handling</p> <p>1.4 state the ways to reduce the risk of injury from lifting, carrying and handling</p> <p>1.5 identify the correct lifting procedure</p> <p>1.6 identify ways machinery/equipment can cause injuries</p> <p>1.7 list control measures to avoid accidents from machinery/equipment</p> <p>1.8 state types of hazardous substances found in the workplace</p> <p>1.9 list control methods for hazardous substances to prevent exposure and for protection of employees</p> <p>1.10 indicate the main causes of fire and explosions</p> <p>1.11 state the ways in which elements of the fire triangle can be used to extinguish a fire</p> <p>1.12 identify dangers associated with electricity</p> <p>1.13 identify the measures to prevent electricity dangers</p> <p>1.14 state methods to deal with electrical dangers</p> <p>1.15 state the functions of PPE (personal protective equipment)</p> <p>1.16 explain the purpose of safety signs</p> <p>1.17 identify different types of fire fighting equipment.</p>

Range

Causes

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

Minimise the risk

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

Main injuries from manual handling

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

Ways to reduce the risk of injury

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

Correct lifting procedure

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

Ways equipment can cause injuries

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

Control measures

Training in the use of equipment, PPE, safe working procedures, report faults.

Types of hazardous substances

Cleaning chemicals, cooking liquids, gases, gels and spirits.

Control methods

Training in the use of hazardous substances, personal protective equipment (PPE), safe working procedures, distribution of dangerous substances eg chemicals.

Main causes of fire and explosions

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

Elements

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

Dangers

Electric shock, burns, fire, death.

Measures to prevent electricity dangers

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

Methods

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

The functions of Personal Protective Equipment (PPE)

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

Safety signs

Prohibition signs, fire fighting signs, mandatory signs, warning signs, hazard warning signs, safe signs.

Fire fighting equipment

Fire extinguishers, sand buckets, fire blankets.

Learning outcome

The learner will:

2 understand risk assessment in the workplace

Assessment criteria

The learner can:

2.1 define the term **hazard**

2.2 define the term **risk**

2.3 list the **steps** in the risks assessment process

2.4 identify the **benefits** of risk assessment

2.5 state the **control measures** for reducing risk

2.6 state the **reasons** for reporting accidents

2.7 outline the **information** to be recorded in the accident book.

Range
Hazard Anything having potential to cause harm.
Risk Likelihood of hazard causing actual harm.
Steps Identify all hazards, identify who is at risk, evaluate risks, implement control measures, record the assessment, review of steps.
Benefits Thorough evaluation of all significant hazards which prevent accidents and ill health, prioritise action which improves operational efficiency and financial savings, confidence in health and safety measures, legal compliance.
Control measures Remove or eliminate hazards, separate or isolate worker from hazards, develop and use safe systems of work, training, instruction and supervision of workers, provide personal protection to minimise risk.
Reasons Investigation to assess risks, analysis to determine the reasons, prevention to reduce risks.
Information Date, time, name, brief description of accident, witnesses, action taken by whom, result.

Learning outcome
The learner will: 3 understand how to maintain a healthy and safe workplace
Assessment criteria
The learner can: 3.1 identify the features in the working areas which will affect safe working practices 3.2 define incident reporting 3.3 outline the recording and control procedure to be followed when an accident occurs 3.4 state the methods of reporting an emergency situation 3.5 describe the emergency procedure to be followed in the event of a serious accident or incident.

Range**Features**

Design, layout, space and workflow, structure (floors, stairs, doors and windows), services (ventilation, heating, air-conditioning, lighting), maintenance and housekeeping.

Working areas

Kitchen, restaurant, bar, stores, surrounding areas.

Incident reporting

Reporting of verbal abuse, threats, assault, anything that could lead to a serious hazardous situation.

Procedure to be followed

The incident should be recorded, investigated, risk-assessed, control measures introduced, reviewed.

Emergency

Accident/incident that could result in serious injury or even death, fire, explosion.

Emergency procedure

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

Unit 203

Food safety in catering

UAN:	M/503/7578
Level:	Level 2
NLH:	30
GLH	20
Aim:	The aim of this unit is to provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Note: learners will be expected to apply the working methods from this unit to all other units of the qualification. It is recommended that this unit is achieved by the learners at the beginning of the course.

Learning outcome
The learner will: 1 understand food safety procedures
Assessment criteria
The learner can: 1.1 define food poisoning 1.2 define food hygiene 1.3 outline hazard analysis critical control points (HACCP practices and procedures) 1.4 identify key food safety records 1.5 state the key elements of a food safety policy 1.6 identify reporting procedures 1.7 state the key requirements of food safety legislation.

Range
HACCP practices and procedures Hazard analysis at all stages of food production, identification of control points and critical control points, control limits, corrective action, audit and validation/verification documentation.
Records Training records, pest control records, temperature records – hot and cold refrigerator/freezer temperatures. Cleaning records, Rotation of stock records.
Key elements Guidance on the following: personal hygiene, accident and sickness procedures, pest control, cleaning and disinfection, visitors' policy.

Reporting procedures

Accident, sickness, problems with pests, complaints and equipment failure.

Key requirements

Personal hygiene practices, compliance with training policies, compliance with organisational policies and procedures, compliance with food safety legislation.

Learning outcome

The learner will:

2 understand how to keep self clean and hygienic

Assessment criteria

The learner can:

- 2.1 describe the design features of protective clothing for food handlers
- 2.2 identify bad habits and poor hygiene practices
- 2.3 identify resources/facilities and procedures for hand washing
- 2.4 list the most important times to wash hands
- 2.5 describe the advantages and disadvantages of wearing gloves
- 2.6 list reportable illnesses and infections
- 2.7 explain the term carriers
- 2.8 state the importance of being 'fit for work'
- 2.9 describe the features of plasters suitable for use by food handlers
- 2.10 state the bacteria associated with open wounds.

Range**Design features**

No external pockets, press studs and Velcro rather than buttons, cover all own clothes, durable, easy to clean, preferably light coloured, long sleeves to protect arms.

Bad habits and poor hygiene practices

Eating/chewing, spitting, nail biting, scratching, smoking, infrequent cleaning of oneself and working environment, touching any part of the body.

Resources/facilities and procedures

Use of hot and cold running water, liquid anti-bacterial soap, disposable paper-towels, separate sink for hand washing, sanitiser.

Times

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

Advantages: barrier for cuts, reduction of bacterial contamination, public perception.

Disadvantages: skin infection, cost, false sense of security ie gloves not changed frequently enough.

Reportable illnesses and infections

Diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upset, suspected food poisoning.

Carriers

Healthy: a person who carries the virus or bacteria without showing any symptoms.

Convalescent: recovering from the virus or bacteria and continues to be a carrier.

Fit for work

Fitness for work certificate/medical clearance.

Features

Non food coloured plaster, waterproof, metal strip.

Bacteria

Staphylococcus Aureus.

Learning outcome

The learner will:

3 understand how to keep the working area clean and hygienic

Assessment criteria

The learner can:

- 3.1 identify different types of **cleaning products** and **cleaning equipment**
- 3.2 define a 'clean as you go' policy
- 3.3 identify the **six stages of cleaning**
- 3.4 state the **key features** of cleaning schedules
- 3.5 list different **cleaning methods** used for **tools and equipment**
- 3.6 describe the **safety requirements** for handling and storing chemicals
- 3.7 list the **features** of equipment and surfaces suitable for use in food handling areas
- 3.8 describe the ways in which **waste** should be stored and disposed of
- 3.9 describe the **importance** of keeping the waste storage area clean and tidy
- 3.10 list common types of food **pests**
- 3.11 identify signs of food pests
- 3.12 describe pest management reporting and **control procedures**
- 3.13 describe different pest proofing **methods**.

Range

Cleaning products

Detergent, sanitisers, disinfectant, sterilisers, bactericides.

Cleaning equipment

Mops, buckets, cloths, vacuum cleaner.

Six stages of cleaning

Pre-clean, main clean, rinse, disinfect, rinse, dry.

Double sink washing up method: pre clean, main clean using detergent, second sink to disinfect using chemicals or water at the correct temperature.

Key features

Who, what, where, why, when, how, safety measures.

Cleaning methods

Dismantling component parts before cleaning, washing, rinsing, drying, reassembling component parts after cleaning, cleaning procedures, correct usage of personal protective equipment (PPE), correct usage of chemicals, following manufacturer's guidelines.

Tools and equipment

Knives, small utensils, medium and large scale equipment.

Safety requirements

Control of Substances Hazardous to Health, storage away from foods, storage in original containers, labelling, decanting, personal protective equipment (PPE), dilution, manufacturers' instructions.

Features

Smooth, non-porous, inert, easily cleaned, non-toxic, no crevasses, resistant to corrosion.

Waste

Unfit food, non-food refuse, recycling.

Importance

To prevent odours, pests, bacteria growth.

Pests

Rodents, cockroaches, insects, domestic pets, birds.

Signs

Droppings, smell, smear marks, pupae cases, larvae, damaged/gnawed packaging, food spillages.

Control procedures

Environmental, design, proofing, physical, chemical.

Methods

Kick plates, bristle strips, self closing door, fly screens, building maintenance.

Learning outcome

The learner will:

4 know how to receive and store food safely

Assessment criteria

The learner can:

- 4.1 describe the **checks** that should be made when accepting deliveries of ambient, chilled or frozen foods
- 4.2 describe **stock rotation systems**
- 4.3 describe the difference between 'best before' and 'use by dates'
- 4.4 identify the **correct storage** conditions for foods
- 4.5 state the **reasons** why certain foods require refrigeration
- 4.6 describe the **methods** of storing foods which prevent contamination by pests
- 4.7 identify the main **categories** of contamination
- 4.8 define the term cross contamination
- 4.9 describe **ways of reducing cross contamination**
- 4.10 describe the **types** of cross contamination
- 4.11 state the **conditions for safe food storage**
- 4.12 state the **rules** to observe when using probe thermometers
- 4.13 state **best practice** for thawing/defrosting foods
- 4.14 identify the **documents** used for recording food storage and temperature control.

Range

Checks

Damage, dates, quality, quantities, pest infestation, temperature.

Stock rotation systems

FIFO (first in first out), day dots, date systems, labelling.

Correct storage

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.

Reasons

To prevent spoilage bacteria from spoiling the food, prevent pathogenic bacteria growing on high risk foods.

Methods

Off floor, pest proof containers.

Categories

Chemical, physical, microbiological, allergenic.

Ways of reducing cross contamination

Colour coded systems, thorough cleaning procedures, separate area for preparation, cooking and storage, linear work flow, appropriate training.

Types

Direct, indirect, drip.

Conditions for safe food storage

Chilled and frozen food to be stored as soon as possible (best practice is within 15 minutes of delivery), covered, wrapped, in suitable containers, labelled, away from contaminants and strong odours.

Rules

Disinfect probe before and after use, calibration of equipment.

Best practice

Use of thawing cabinets, fridges, refrigerated rooms.

Documents

Delivery monitoring form, fridge/freezer monitoring form, cooking/cooling record sheets.

Learning outcome

The learner will:

5 know how to prepare cook hold and serve food safely

Assessment criteria

The learner can:

- 5.1 list the **micro-organisms** associated with food poisoning
- 5.2 identify **non-bacterial causes of food poisoning**
- 5.3 state the usual **conditions** for bacterial growth
- 5.4 identify different **types of high risk foods**
- 5.5 describe **techniques** to prevent food poisoning during preparing, cooking and serving foods
- 5.6 describe common **symptoms** of food poisoning
- 5.7 identify the **people** most at risk from food poisoning
- 5.8 identify common **food allergens and intolerances**
- 5.9 identify **sources of physical contaminants**
- 5.10 identify the **temperatures** at which most food poisoning micro-organisms will grow rapidly, cease to multiply and die
- 5.11 define the term temperature danger zone
- 5.12 identify different **heat treatment processes**
- 5.13 identify the **best practice for cooking and reheating food**
- 5.14 identify the **best practice for chilling food**

5.15 identify the **best practice for holding food**, hot and cold for service.

Range

Micro-organisms

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.

Non-bacterial causes of food poisoning.

Metals, poisonous plants, chemicals, equipment, tampering, viruses.

Conditions

Warmth, food, moisture, time, pH balance.

Types of high risk food

Cooked meats, poultry, dairy products, cooked rice, stocks, sauces, fish, shellfish.

Techniques

Cleaning procedures, good personal hygiene, pest control, storage procedures, separate areas for preparation, cooking and storage.

Symptoms

Nausea, diarrhoea, vomiting, abdominal pain.

People

Young children, the elderly, sick, pregnant women, those with immune deficiency.

Food allergens and intolerances

Nuts, wheat, dairy, gluten, shellfish (seafood), fungus.

Sources of physical contaminants

People (eg hair, unwashed hands, jewellery), equipment (eg screws, broken parts), pests (eg droppings), premises (eg flaking paint), product (eg pieces of packaging).

Temperature

5°C to 63°C.

Heat treatment processes

Cooking, pasteurisation, sterilisation, ultra heat treatment, canning.

Best practice for cooking and reheating food

Cook and re-heat to core temperature of 75°C.

Best practice for chilling food

Chill hot food to under 5°C within recommended guideline of 90 minutes.
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.

Best practice for holding food

Holding and serving:

- cold: below 8°C
- hot: above 63°C.

Unit 214

Prepare, cook and finish cakes, biscuits and sponge products

UAN:	J/503/7859
Level:	Level 2
NLH:	40
GLH	28
Aim:	This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish biscuit, cake and sponge products for service in restaurants and to paying customers.

Learning outcome
The learner will: 1 understand how to prepare, cook and finish biscuits, cakes and sponge products
Assessment criteria
The learner can: 1.1 identify different types of biscuits, cakes and sponge products 1.2 describe the characteristics of the main ingredients for biscuits, cakes and sponge products 1.3 describe the preparation methods for biscuits, cakes and sponge products 1.4 describe finishing methods for biscuits, cakes and sponge products 1.5 list a range of fillings for biscuits, cakes and sponge products 1.6 state the correct storage procedures for biscuits, cakes and sponge products.

Range
Biscuits, cakes and sponge products Biscuits: (biscuits à la cuillère, shortbread, cookies, langue du chat, sable a la poche, tuile, brownies, including tray baked for example flap jacks). Cakes and sponges: scones, fruitcakes, muffins, sponge-based (Madeira, cherry, Victoria, regional varieties), Genoise, Swiss roll, cup cakes classic gateaux and tortes.
Characteristics of main ingredients Flour: gluten strength, fibre content, milling. Sugar: caster sugar, icing sugar, granulated sugar, syrups, honey. Eggs: freshness, size, structure. Fat: flavour, mixing ability, texture. Cream: fat content, flavour.

Chocolate: cocoa butter content, flavour, texture, cocoa content.

Preparation methods

Weighing, mixing methods (creaming, whisking, rubbing-in, all in one), lining, resting, baking times, temperatures, baking conditions (dry, humid, cool).

Finishing methods

Piping, piped motifs, run outs, cigarettes, cut outs, moulding, glazing, dusting, portioning, icing, filling, rolling (roulade), smoothing, masking, enrobing.

Fillings

Sweet: crème patissière, crème diplomat, fresh fruit, crème Chantilly, buttercream, jam, ganache, praline).

Storage procedures

Temperature, labelling, covered, position in fridge or freezer, stock rotation.

Learning outcome

The learner will:

- 2 be able to prepare, cook and finish biscuits, cakes and sponge products

Assessment criteria

The learner can:

- 2.1 ensure that all tools and equipment required is clean and fit for purpose
- 2.2 select appropriate ingredients for biscuits, cakes and sponge products being prepared
- 2.3 ensure that all ingredients are of the correct quality and quantity for recipe
- 2.4 prepare and bake biscuits, cakes and sponge products using appropriate methods
- 2.5 finish biscuits, cakes and sponge products using appropriate method to recipe requirements
- 2.6 store biscuits, cakes and sponge products not for immediate use
- 2.7 comply with personal hygiene and safety standards
- 2.8 plan work, estimate time and cost dishes realistically for all procedures.

Range

Tools and equipment

Bowls, scales, whisks, rolling pin, spoons (metal/wooded/plastic, spatulas), baking trays (silicone sheets, non stick baking liners), cooling racks, knives including palette knife, dough scraper, peelers, boards, mixing machines, food processors, liquidiser/ blenders, tins, graters, ovens, oven gloves, measuring jugs, sieves, cutters.

Ingredients

Flour (strong white, medium, soft, wholemeal, semolina, speciality flours), fat (butter, margarine, oil, ghee, lard), sugar (caster sugar, icing sugar, granulated sugar, syrups, honey), fruit (fresh/dried/candied/glacé), cocoa, yeast, dairy products (eggs, milk, yogurt, cream, cheese), spices, herbs, seed, nuts, water, baking powder, salt, fillings, chocolate (dark, milk, white), flavourings (rose water, coffee, orange flower water, essences/ extracts), jams, oats.

Biscuits, cakes and sponge products

Biscuits: (biscuits à la cuillère, shortbread, cookies, langue du chat, sable à la poche, tuile, brownies, including tray baked for example flap jacks,) Cakes and sponges: scones, fruitcakes, muffins, sponge-based (Madeira, cherry, Victoria, regional varieties), Genoise, Swiss roll, cup cakes classic gateaux and tortes.

Preparation methods

Weighing, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, kneading, shaping, rolling, spreading, greasing, lining (rings, tins, baking sheets), cooling, piping, portioning, resting, creaming, boiling, aeration, baking.

Finishing

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

Store

Temperature, labelling, covered, position in fridge or freezer, stock rotation.

Unit 215

Prepare, cook and finish pastry products

UAN: A/503/7860

Level: Level 2

NLH 30

GLH 20

Aim: This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish pastry products for service in restaurants and to paying customers.

Learning outcome

The learner will:

- 1 understand how to prepare, cook and finish pastry products

Assessment criteria

The learner can:

- 1.1 identify different types of **pastry products** and their uses
- 1.2 describe different **types of flour** and their uses
- 1.3 describe **finishing methods** for different pastry products
- 1.4 list a range of **fillings** for different pastry products
- 1.5 state the correct **storage procedures** for pastry products.

Range

Pastry products

Short: pasties, savoury flans.

Sweet: fruit tarts, frangipane tarts (Bakewell, danoise) flans.

Puff: pastry and convenience puff pastry, sausage rolls, pies, (fruit filled, meat filled, pasties), vol au vents, bouchées, fruit bandes.

Choux: profiteroles and éclairs.

Types of flour

Strong white, medium, soft, wholemeal.

Finishing methods

Glazing, dusting, portioning, icing/fondant, piping, filling, rolling, smoothing, coating, dipping.

Fillings

Sweet: crème pâtissière, crème diplomat, frangipane, fresh fruit, crème Chantilly, jam, fruit purée.

Savoury: eggs, cheese, meat, yogurt, fish, shellfish, vegetables, herbs, fruit, spices.

Storage procedures

Temperature, labelling, covered, position in the fridge, freezing, stock rotation.

Learning outcome

The learner will:

2 be able to prepare, cook and finish pastry products

Assessment criteria

The learner can:

- 2.1 ensure that all tools and equipment required is clean and fit for purpose
- 2.2 select appropriate ingredients for pastry product being prepared
- 2.3 ensure that all ingredients are of the correct quality and quantity for recipe
- 2.4 prepare and bake pastry products using appropriate methods
- 2.5 finish pastry products using appropriate method to recipe requirements
- 2.6 store pastry products not for immediate use
- 2.7 comply with personal hygiene and safety standards.

Range**Tools and equipment**

Bowls, scales, whisks, rolling pin, spoons (metal/wooded/plastic, spatulas), baking trays (silicone sheets, non stick baking liners), cooling racks, knives including palette knife, dough scraper, peelers, boards, mixing machines, food processors, liquidiser/ blenders, tins, graters, ovens, oven gloves, measuring jugs, sieves, cutters, fridges and freezers.

Ingredients

Flour (strong white, medium, soft, wholemeal, semolina, speciality flours), fat (butter, margarine, oil, ghee, lard), sugar (caster sugar, icing sugar, granulated sugar, syrups, honey), fruit (fresh/dried candied/glacé), cocoa, yeast, dairy products (eggs, milk, yogurt, cream, cheese), spices, herbs, seed, nuts, water, baking powder, salt, chocolate (dark, milk, white), flavourings (rose water, coffee, orange flower water, essences/ extracts), jams, oats, fillings/stuffing's (meat, vegetables, fish, shellfish), convenience pastry (for example filo, puff pastry).

Pastry products

Short: pasties, savoury flans.

Sweet: fruit tarts, flans.

Puff: pastry and convenience puff pastry, sausage rolls, pies.

Choux: profiteroles and éclairs.

Local varieties.

Preparation methods

Weighing, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, kneading, shaping, rolling, spreading, greasing, lining (rings, tins, baking sheets), cooling piping portioning, resting, creaming, boiling,

aeration.

Finishing methods

Glazing, dusting, portioning, icing/fondant, piping, filling, rolling, smoothing, coating, dipping.

Storage procedures

Temperature, labelling, covered, position in the fridge, freezing, stock rotation.

Unit 216

Prepare, cook and finish dough products

UAN:	F/503/7861
Level:	Level 2
NLH	40
GLH	28
Aim:	This unit covers preparing, cooking and finishing of dough products for service in restaurants and to paying customers.

Learning outcome
The learner will: 1 understand how to prepare, cook and finish dough products
Assessment criteria
The learner can: 1.1 identify different dough 1.2 describe the quality points of finished dough products 1.3 state the correct storage procedures for dough products.

Range
Dough Fermented dough: basic bread dough (bread rolls, loaves (wholemeal, wholegrain, white)). Enriched dough: bun dough products (Chelsea, hot cross buns, Belgian, currant, Swiss, Bath, Devonshire split, teacakes), doughnuts. Unfermented dough: soda bread, flat bread, naan bread, paratha. Local varieties.
Quality points Texture (crust and crumb), colour, consistency (size and shape), freshness, aeration, common faults (baking temperature, time and conditions), proving (under-ripe, overripe), glazing.
Storage procedures Temperature, labelling, covered, stock rotation, freezing.

Learning outcome
The learner will: 2 be able to prepare, cook and finish dough products
Assessment criteria
The learner can:

- 2.1 ensure that all tools and equipment required are clean and fit for purpose
- 2.2 select appropriate ingredients for dough products being prepared
- 2.3 ensure that the ingredients for dough products are of the correct quality and quantity for recipe
- 2.4 prepare and cook dough products using appropriate methods
- 2.5 finish dough products using appropriate methods to recipe requirements
- 2.6 store dough products not for immediate use
- 2.7 comply with personal hygiene and safety standards
- 2.8 plan work, estimate time and cost dishes realistically for all procedures.

Range

Tools and equipment

Bowls, scales, whisks, rolling pin, spoons (metal/wooded/plastic, spatulas), baking trays (silicone sheets, non stick baking liners), cooling racks, knives including palette knife, dough scrapers, peelers, boards, mixing machines, food processors, liquidiser/blenders, tins (brioche, savarin, Gugelhopf tin), graters, ovens, oven gloves, measuring jugs, sieves, proving ovens.

Ingredients

Flour (strong white, soft, rye, wholemeal, semolina, spelt flour, speciality flours), fat (butter, margarine, oil, ghee, lard), sugar (caster sugar, icing sugar, granulated syrups, honey), fruit (dried/ candied/glacé), chocolate, yeast (fresh and dried, sour dough starters), baking powder, dairy products (eggs, milk, yogurt, cream, cheese), spices, herbs, seed, nuts, water, salt, fillings/stuffings (meat, vegetables), flavourings, essences/extracts, jams.

Preparation methods

Weighing, mixing, cutting, sifting, dough methods (straight dough, ferment and dough, sponge and dough), folding, kneading, knocking back, proving, scaling, shaping, rolling, cutting, spreading, greasing, lining (rings, tins, baking sheets), cooling, resting, scoring for decoration, egg/water washing, sprinkle with seeds/herbs.

Cooking methods

Baking, baking with steam injection, tandoor, frying (deep).

Finishing methods

Glazing, dusting, portioning, piping, fillings, toppings.

Storage procedures

Temperature, labelling, covered, stock rotation, freezing.

Unit 217

Prepare, cook and finish hot desserts and puddings

UAN:	J/503/7862
Level:	Level 2
NLH	25
GLH	12
Aim:	This unit covers the preparation, cooking and finishing of hot desserts and puddings for service in restaurants and to paying customers.

Learning outcome
The learner will: 1 understand how to prepare, cook and finish hot desserts and puddings
Assessment criteria
The learner can: 1.1 identify different types of hot desserts and puddings 1.2 describe the quality points of hot desserts and puddings 1.3 describe the preparation methods for hot desserts and puddings 1.4 describe different finishing and decorating methods for hot desserts and puddings 1.5 state the correct storage procedures for prepared hot desserts and puddings.

Range
Hot desserts and puddings Sponge based, fruit based, batter based (beignets, clafoutis, fritters), egg based (bread and butter pudding, cabinet pudding), milk puddings (rice, semolina), soufflés (hot, pudding), pastry based, crumbles.
Quality points Texture, temperature, colour, consistency, freshness.
Preparation methods Weighing/measuring, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, beurre manié, spreading, greasing, lining (rings, tins, baking sheets), cooling, piping, portioning, creaming, boiling, chemical aeration, moulding.
Finishing and decorating methods Hot desserts and puddings: turning out, piping, filling, saucing, glazing, dusting, portioning, decorative-items (chocolate, fruit, biscuits, sugar), accompaniments (ice creams, sorbets, fruit compotes), sauces (Flavoured syrups, creams, crème anglaise, fruit coulis, toffee, chocolate,

cooked fruit sauces).

Storage procedures

Temperature, date, labelling, covered, position, stock rotation.

Learning outcome

The learner will:

2 be able to prepare, cook and finish hot desserts and puddings

Assessment criteria

The learner can:

- 2.1 ensure that all tools and equipment required are clean and fit for purpose
- 2.2 select appropriate ingredients for hot desserts and puddings being prepared
- 2.3 ensure that the ingredients for hot desserts and puddings are of the correct quality and quantity for recipe
- 2.4 prepare hot desserts and puddings using appropriate methods according to dish requirements
- 2.5 cook hot desserts and puddings using appropriate methods monitoring quality points and making adjustments as required
- 2.6 finish and decorate hot desserts and puddings using appropriate methods to recipe requirements
- 2.7 check the quality of the finished hot desserts and puddings before service
- 2.8 store hot desserts and puddings not for immediate use
- 2.9 comply with personal hygiene and safety standards
- 2.10 plan work, estimate time and cost dishes realistically for all procedures.

Range

Tools and equipment

Bowls, scales, whisks, rolling pin, spoons (metal/wooded/plastic, spatulas), baking trays (silicone sheets, non stick baking liners), cooling racks, knives including palette knife, dough scraper, peelers, boards, mixing machines, food processors, liquidiser/blenders, tins, graters, ovens, oven gloves, measuring jugs, sieves, cutters.

Ingredients

Flour (strong white, medium, soft, wholemeal, semolina, speciality flours), fat (butter, margarine, oil, ghee, lard), sugar (caster sugar, icing sugar, granulated sugar, syrups, honey), fruit (fresh/dried/candied/glaze), cocoa, yeast, dairy products (eggs, milk, yogurt, cream, cheese), spices, herbs, seed, nuts, water, chemical leaveners eg bicarbonate of soda, salt, fillings, chocolate(dark, milk, white), flavourings (rose water, coffee, orange flower water, essences/ extracts), jams, oats.

Hot desserts and puddings

Sponge based, fruit based, batter based, egg based, milk puddings, soufflé (hot, pudding).

Preparation methods

Weighing/measuring, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, spreading, greasing, lining (rings, tins, baking sheets), cooling, piping, portioning, creaming, boiling, chemical aeration, moulding.

Cooking methods

Boiling, poaching, steaming, baking, bain marie, stewing, frying, combination cookery.

Finishing and decorating methods

Hot desserts and puddings: turning out, piping, filling, saucing, glazing, dusting, portioning, decorative-items (chocolate, fruit, biscuits, sugar).
Sauces: Flavoured syrups, crème anglaise, fruit coulis, chocolate, cooked fruit sauces.

Quality points

Texture, temperature, colour, consistency, freshness.

Storage procedures

Temperature, date, labelling, covered, position, stock rotation.

Unit 218

Prepare, cook and finish cold desserts

UAN:	L/503/7863
Level:	Level 2
NLH	25
GLH	12
Aim:	<p>This unit covers the preparation, cooking and finishing of cold desserts for service in restaurants and to paying customers.</p> <p>Some cold desserts may have cooked components prior to finishing and chilling takes place and this is reflected in the content of the unit.</p>

Learning outcome
The learner will: 1 understand how to prepare and finish cold desserts
Assessment criteria
The learner can: 1.1 identify different types of cold desserts 1.2 describe the quality points of cold desserts 1.3 describe the preparation methods for cold desserts 1.4 list different finishing and decorating methods for cold desserts 1.5 state the correct storage procedures for prepared cold desserts.

Range
Cold desserts Meringues (oeufs à la neige/snow eggs, vacherin, Pavlova, Eton mess), soufflés (cold), egg based (crème caramel, crème brulee, crème diplomat, custard /lemon tart), gelatine/non-animal based setting agents, fruit based desserts, mousses, cheesecakes. Frozen desserts: ice cream and ice cream-based desserts (peach Melba, pear Belle Heléne, baked Alaska, omelette soufflés, coupes, sundaes); moulded or set iced desserts (bombes, parfait, soufflé glace, semi-freddo, cassata); water ices, sorbets, granité. Preparation methods Weighing/measuring, mixing, cutting, straining, stirring, whisking, whipping, folding, spreading, greasing, lining (rings, tins, baking sheets), cooling, piping, portioning, aeration, moulding, setting, freezing (churning). Quality points Texture, temperature, colour, consistency, freshness, faults.

Finishing and decorating methods

Piping, saucing, piped motifs, run outs, cigarettes, cut outs, moulding
Sauces: Flavoured syrups, crème anglaise, fruit coulis, toffee, chocolate, cooked fruit sauces.

Storage procedures

Temperature, date, labelling, covered, position in the fridge/freezer, stock rotation.

Learning outcome

The learner will:

2 be able to prepare, cook and finish cold desserts

Assessment criteria

The learner can:

- 2.1 ensure that all tools and equipment required are clean and fit for purpose
- 2.2 select appropriate ingredients for cold desserts being prepared
- 2.3 ensure that the ingredients for cold desserts are of the correct quality and quantity for recipe
- 2.4 prepare cold desserts using appropriate methods according to dish requirements
- 2.5 cook cold desserts using appropriate methods monitoring quality points and making adjustments as required
- 2.6 finish and decorate cold desserts using appropriate methods to recipe requirements
- 2.7 check the quality of the finished cold desserts before service
- 2.8 store cold desserts not for immediate use
- 2.9 comply with personal hygiene and safety standards
- 2.10 plan work, estimate time and cost dishes realistically for all procedures.

Range**Tools and equipment**

Bowls, scales, whisks, rolling pin, spoons (metal/wooded/plastic, spatulas), baking trays (silicone sheets non stick baking liners), cooling racks, knives including palette knife, dough scraper, peelers, boards, mixing machines, food processors, liquidiser/blenders, tins, graters, ovens, oven gloves, measuring jugs, sieves, cutters, ice cream machines, moulds, refrigerator, freezer.

Ingredients

Flour, corn flour, semolina, fat (butter, margarine, oil), sugar (caster sugar, icing sugar, granulated sugar, treacle's, syrups, honey), fruit (fresh/dried/ candied/glacé), cocoa, dairy products (eggs, milk, yogurt, cream, soft cheeses, curd), spices, seed, nuts, water, baking powder, salt, fillings, chocolate (dark, milk, white), flavourings (rose water, coffee, orange flower water), essences/ extracts, jams.

Cold desserts

Meringues, soufflés (cold), egg based cold desserts, gelatine set desserts, fruit based desserts, mousses.

Frozen desserts: ice creams, sorbets, mousses, granité.

Preparation methods

Weighing/measuring, mixing, cutting, straining, stirring, whisking, whipping, folding, spreading, greasing, lining (rings, tins, baking sheets), cooling, piping, portioning, aeration, moulding, setting, freezing (churning).

Cooking methods

Boiling, poaching, steaming, baking, bain marie, stewing, frying, combination cookery, time and temperature control.

Finishing and decorating methods

Piping, saucing, piped motifs, run outs, cigarettes, cut outs, moulding

Sauces: flavoured syrups, crème anglaise, fruit coulis, toffee, chocolate, cooked fruit sauces.

Quality points

Texture, temperature, colour, consistency, freshness.

Storage procedures

Temperature, date, labelling, covered, position in the fridge/freezer, stock rotation.

Unit 222

Patisserie Principles

This synoptic test covers the assessment of the underpinning knowledge in the following units:

202 Safety at work
214 Prepare, cook and finish cakes, biscuits and sponge products
215 Prepare, cook and finish pastry products
216 Prepare, cook and finish dough products
217 Prepare, cook and finish hot desserts and puddings
218 Prepare, cook and finish cold dessert

Full details can be found in the Assessment Pack on the website.



Appendix 1 Sources of general information

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

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

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

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

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

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

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-volve assessments.

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