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Qualification Specification

Highfield Level 3 Diploma in Patisserie, Confectionery and Bakery (RQF)

Qualification Number: 603/6960/7

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Highfield Level 3 Diploma in Patisserie, Confectionery and Bakery (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 3 Diploma in Patisserie, Confectionery and Bakery (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF includes those qualifications regulated by Ofqual and CCEA Regulation. This qualification is also regulated by Qualifications Wales.

Key facts

Qualification number:	603/6960/7
Learning aim reference:	60369607
Credit value:	64
Assessment method:	Portfolio of Evidence and Multiple-choice Examination
Guided learning hours (GLH):	393
Total qualification time (TQT):	637

Qualification overview and objective

The objective of this qualification is to support a role in the workplace. It is designed for learners employed in professional catering roles or for those wishing to develop their skills in the industry, specifically for those specializing in patisserie, confectionery or bakery.

This qualification covers a variety of topics including:

- the principles of food safety
- kitchen etiquette
- workplace standards and professional development
- preparing, cooking and finishing food groups related to patisserie, confectionery and bakery

Entry requirements

To register on to this qualification, learners are required to be 16 years of age or above and have a basic level of literacy and numeracy.

Centre requirements

Centres must ensure that they are equipped with the relevant tools, equipment and food items required to effectively deliver and assess this qualification.

Guidance on delivery

The total qualification time for this qualification is 637 and of this 393 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct

supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

Unit 1 – Principle of Food Safety for Catering: this unit is assessed through multiple-choice examination, externally set and marked by Highfield Qualifications.

Learners must complete 20 questions within 45 minutes, and successful learners will need to achieve a mark of 66% (13/20) overall to pass. Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

Unit 2 – Health and Safety within the workplace: this unit is assessed through multiple-choice examination, externally set and marked by Highfield Qualifications. Learners must complete 20 questions within 45 minutes, and successful learners will need to achieve a mark of 60% (12/20) overall to pass. Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

All other units: all other units in this qualification are assessed through the completion of a portfolio of evidence that will also be internally assessed and internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield Qualifications promotes holistic assessment. Additional guidance is included at the bottom of each unit suggesting how each assessment criteria can be assessed. Further guidance on minimum evidence requirements (range) is also included for each unit. Suggested assessment paperwork is available from the Download Area of the Highfield Qualifications website.

Learners must achieve all of the pass criteria across all units not assessed by multiple-choice question (MCQ), in order to be awarded a Pass.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield Qualifications recommends nominated assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through ‘hands-on’ experience in the industry and relevant qualifications
- hold or be working towards a recognised assessing qualification, which could include any of the following:
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Learner Performance Using a Range of Methods
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- maintain appropriate continued professional development (CPD) for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications recommends nominated IQA’s for this qualification to meet the following requirements:

- have relevant subject knowledge
- hold or be working towards a recognised IQA qualification, which could include any of the following:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
 - D34 or V1 verifier awards
- maintain appropriate CPD for the subject area

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications’ Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner’s identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner’s identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card, etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking a Commis Chef apprenticeship.

Useful websites

- www.highfieldqualifications.com
 - www.highfield.co.uk
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Appendix 1: Qualification structure

To complete the **Highfield Level 3 Diploma in Patisserie, Confectionery and Bakery (RQF)**, learners must complete **all units** contained within the mandatory group.

Mandatory group

Learners must achieve **all units** in this group.

Unit reference	Unit title	Level	GLH	Credit
L/617/7261	Principles of Food Safety for Catering	2	7	1
L/615/5244	Health and Safety within the Workplace	2	6	1
T/600/1059	Principles of Customer Service in Hospitality Leisure Travel and Tourism	2	10	1
F/618/5793	Principles of Kitchen Equipment and Knife Skill Techniques	1	15	2
J/618/5794	Workplace Standards and Professional Development in the Catering Industry	1	10	2
L/618/5795	Culinary Numeracy and Units of Measurement	2	7	1
R/618/5801	Cold Food Preparation and Presentation	2	50	8
M/618/5840	Preparing, Cooking and Finishing: Dough and bread products	3	48	8
T/618/5841	Preparing, Cooking and Finishing: Paste and pastry Products	3	48	8
A/618/5842	Preparing, Cooking and Finishing: Biscuits and Cakes	3	48	8
F/618/5843	Preparing, Cooking and Finishing: Hot and Cold Desserts	3	48	8
J/618/5844	Preparing, Cooking and Finishing: Sugar and Chocolate Work	3	48	8
L/618/5845	Preparing, Cooking and Finishing: Petit Fours and Miniatures	3	24	4
R/618/5846	Fillings, Toppings, Icings, Glazes, Creams, Sauces and Decorative Techniques	3	24	4

Appendix 2: Qualification content

Unit 1: Principles of Food Safety for Catering

Unit number: L/617/7261

Credit: 1

GLH: 7

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand the importance of food handlers keeping themselves and work areas clean and hygienic</p>	<p>1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination</p> <p>1.2 Identify the key legal responsibilities of food handlers</p> <p>1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices</p> <p>1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals</p> <p>1.5 Recognise the importance of safe waste disposal</p> <p>1.6 Recognise the importance of pest control</p>
<p>2. Understand the importance of keeping food products safe</p>	<p>2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour</p> <p>2.2 Identify how to report food safety hazards, infestations and food spoilage</p> <p>2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards</p> <p>2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation</p> <p>2.5 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.6 Identify how to deal with food spoilage including recognition and reporting, cuts, wounds, food handling practices

Indicative content
<p>LO1 Understand the importance of food handlers keeping themselves and work areas clean and hygienic</p> <p>1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination</p> <ul style="list-style-type: none"> ○ How good personal hygiene in a catering environment can reduce microbial, chemical, physical and allergenic contamination <p>1.2 Identify key legal responsibilities of food handlers</p> <ul style="list-style-type: none"> ○ Requirement for: <ul style="list-style-type: none"> - Food safety training & supervision in the kitchen - Reporting of illness - Following rules and procedures implemented for food safety <p>1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices</p> <ul style="list-style-type: none"> ○ Practices in a catering environment regarding: <ul style="list-style-type: none"> - Clean, suitable protective clothing - Jewellery and personal effects - Effective hand wash - Times to wash hands - Recognising illness which may cause food contamination - When to come to work and when to call in sick - Covering wounds - Personal habits to avoid <p>1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals</p> <ul style="list-style-type: none"> ○ Reasons for cleaning ○ Cleaning and disinfection techniques, including the order of cleaning ○ Cleaning chemicals, including the purpose of detergent, disinfectant and sanitiser and following manufacturer’s instructions and safe storage ○ Clear and clean as you go <p>1.5 Recognise the importance of safe waste disposal</p> <ul style="list-style-type: none"> ○ Internal and external controls within catering businesses, including regular removal of waste, clean areas, secure and lidded externally, cleaned regularly <p>1.6 Recognise the importance of pest control</p> <ul style="list-style-type: none"> ○ Hazards from pests ○ Common food pests and signs of pests ○ Reporting of signs

- Basic environmental control (which they are responsible for) such as clearing food spillages, keeping doors and windows closed, lids on bins

LO2 Understand the importance of keeping food products safe

2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour

- Benefits to customers, catering businesses and food handlers of effective procedures
- Costs of poor practices to a catering business

2.2 Identify how to report food safety hazards, infestations and food spoilage

- What to report, when to report, who to report to with regards to:
 - Hazards, infestations/signs of pests and spoilage in a catering environment

2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards

- Meaning of terms contamination, cross-contamination, raw food to be cooked, high-risk food, low-risk food and ready-to-eat raw food
- Types of microbiological contaminants (bacteria, virus, mould)
- Common sources, routes and vehicles of microbiological contamination in a catering environment
- Recognition of main characteristics of food poisoning bacteria, factors influencing microbiological multiplication and survival (including spores and toxins) and consequences these may have for food safety and basic controls
- Examples of basic controls to prevent microbiological contamination, including keeping raw and ready to eat separate, use of correct equipment to prevent contamination (including colour coding), reporting damaged equipment, including work surfaces
- Examples of common physical hazards within food preparation areas and basic controls
- Examples of common chemical hazards within food preparation areas and basic controls
- Identification of common allergenic foods and risks associated with allergenic hazards.
- Awareness of ways to prevent allergenic contamination during food production

2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation

- Basic contamination and temperature controls and checks to be made at delivery
- Importance of labelling
- Importance of stock rotation and date coding
- Importance of temperature control during storage, including correct temperatures and basic ways to achieve them

2.5 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food

- Preparation:
 - Separation of raw and ready to eat foods
 - Dedicated equipment
 - Not preparing too far in advance
- Cooking:
 - Following recipes
 - Cooking thoroughly
 - Safe temperatures
 - Preventing contamination
- Chilling:
 - The need to cool quickly

- The need to prevent contamination
- Reheating:
 - Meeting required temperature when reheating
 - Only reheating once
- Holding:
 - Preventing contamination
 - No topping up
 - Safe temperature for hot and cold holding and time allowable out of these temperatures
- Serving & transporting food:
 - Avoiding contamination
 - Clean equipment
 - Suitable transportation and containers
 - Importance of temperature control

2.6 Outline how to deal with food spoilage including recognition and reporting

- Common signs of food spoilage
- The need to report spoiled food
- Separation of spoiled food

Unit 2: Health and Safety within the Workplace
 Unit number: L/615/5244
 Credit: 1
 GLH: 6
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand roles and duties for health, safety and welfare in the workplace	1.1 Identify employer’s duties relating to health, safety and welfare at work 1.2 Identify employee’s duties relating to health, safety and welfare at work 1.3 Recognise the benefits of good health and safety in the workplace
2. Understand the process of risk assessment	2.1 Define the terms hazard, risk, accident, near miss and risk assessment 2.2 Identify the steps involved in a risk assessment
3. Understand how risk assessments improve health and safety at work	3.1 Identify the common hazards and effects of workplace accidents, near misses and ill health in the workplace 3.2 Recognise how risk assessment can reduce accidents, near misses and ill health 3.3 Recognise examples of risk controls for common workplace hazards
4. Know the procedures for responding to accidents, near misses and ill-health in the workplace	4.1 Identify procedures that should be in place for dealing with emergencies 4.2 Recognise why it is important to record all accidents, near misses and ill health occurrences

Indicative Content
<p>Employers duties</p> <ul style="list-style-type: none"> • Providing, so far as is reasonably practicable a safe place to work • Provide information, instruction, training and supervision • Provide adequate welfare facilities • Ensure safe access and egress • Provide equipment and PPE which is suitable and fit for purpose • Ensure policies and procedures are: <ul style="list-style-type: none"> ○ in place, ○ reviewed and ○ updated <p>Employees duties</p>

- Duty of care
- Must follow the instructions, guidance and training given by their employer including on equipment
- Must not interfere with equipment provided for H&S
- Must report and record:
 - hazards that could cause a risk
 - accidents
 - near misses, and
 - diseases

Benefits

- Economic
- Moral
- Duties or legal requirements

Steps

- Identification of hazards and how they cause harm
- People at risk
- Evaluate
- Record
- Review

Hazards

- Slips, trips and falls from height
- Ergonomics
- Manual handling
- Stress
- Hazardous materials
- Violence

Effects

- Injury
- Illness
- Financial Loss
- Loss of Reputation

Risk controls

- Good housekeeping
- Barriers and enclosures
- Safe lifting techniques and equipment
- Visual checks
- Safe storage of hazardous materials
- Design and layout of workstations
- Machine guards
- Personal protective Equipment
- Regular breaks/reporting procedures

Emergencies

- First aid
- Accidents
- Evacuation procedures

Unit 3: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
 Unit number: T/600/1059
 Credit: 1
 GLH: 10
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries</p>	<p>1.1 Describe the role of the organisation in relation to customer service</p> <p>1.2 Identify the characteristics and benefits of excellent customer service</p> <p>1.3 Give examples of internal and external customers in the industries</p> <p>1.4 Describe the importance of product knowledge and sales to organisational success</p> <p>1.5 Describe the importance of organisational procedures for customer service</p>
<p>2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries</p>	<p>2.1 Identify the benefits of excellent customer service for the individual</p> <p>2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service</p> <p>2.3 Describe the importance of personal presentation within the industries</p> <p>2.4 Explain the importance of using appropriate types of communication</p> <p>2.5 Describe the importance of effective listening skills</p>
<p>3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries</p>	<p>3.1 Identify what is meant by customer needs and expectations in the industries</p> <p>3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations</p> <p>3.3 Describe the factors that influence the customers' choice of products and services</p> <p>3.4 Describe the importance of meeting and exceeding customers' expectations</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Describe the importance of dealing with complaints in a positive manner 3.6 Explain the importance of complaint handling procedures

Unit 4: Principles of Kitchen Equipment and Knife Skill Techniques
 Unit number: F/618/5793
 Credit: 2
 GLH: 15
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to care for food preparation and cooking equipment</p>	<p>1.1 Identify mechanical and electrical food preparation equipment</p> <p>1.2 Explain how to safely store and care for mechanical/electrical food preparation equipment</p> <p>1.3 Identify kitchen smalls and utensils</p> <p>1.4 Explain how to safely store and care for utensils and kitchen smalls</p> <p>1.5 Identify different types of cooking equipment</p> <p>1.6 Explain how to safely store and care for different types of cooking equipment</p> <p>1.7 Explain the different cooking techniques</p>
<p>2. Understand how to use and care for knives and cutting equipment for different knife skill techniques</p>	<p>2.1 Identify different types of knives and cutting equipment</p> <p>2.2 Describe the correct types of cutting surfaces</p> <p>2.3 Describe methods of sharpening and honing cutting tools</p> <p>2.4 Explain knife etiquette and safety</p> <p>2.5 Explain how to safely clean, maintain and store knives and cutting equipment</p> <p>2.6 Explain the methods of holding and using a knife including gripping and guiding hand controls</p> <p>2.7 Explain a variety of knife cuts using knife skill techniques</p>

Amplification

LO1 Understand how to care for food preparation and cooking equipment

- **Mechanical and electrical food preparation equipment:**
 - scales
 - mixers

- food processors
- bowl cutters
- bar blenders
- stick blenders
- bandsaws
- meat-slicers
- meat mincers
- pasta machines
- **Store and care** for mechanical/electrical food preparation equipment:
 - unplugging, disassembling and cleaning as per manufacturer's instructions
 - sanitising before and after use
 - correctly storing scales
- **Kitchen smalls and equipment:**
 - French balloon whisk
 - piano whisk
 - spatula
 - lifter
 - ladle
 - slotted spoon
 - spider
 - oyster shuck
 - peeler
 - corer
 - melon-baller
 - zester
 - grater
 - potato ricer/mill
 - mandolin slicer
 - sieve
 - chinois
 - conical strainer
 - strainer/colander
 - rolling pin
 - piping bag and nozzles
 - makisu mat (for sushi)
 - ramekins
 - dariole moulds
 - timbals
 - Bain Marie inserts
 - chaffing dishes
 - measuring cups and spoons
 - pestle and mortar
 - mallet

- **Cooking equipment:**
 - ovens
 - combi-steamers
 - hobs
 - ranges
 - salamanders
 - deep-fat fryers
 - tilting (Bratt) pans
 - microwaves
 - water baths
 - pots
 - pans
 - trays
 - tins
 - dishes
- **Cooking techniques:**
 - wet/moist cooking methods
 - boiling
 - poaching
 - steaming
 - stewing
 - braising
 - dry cooking methods
 - roasting
 - baking
 - grilling
 - deep frying
 - shallow frying
 - sautéing
 - other thermal and non-thermal cooking methods
 - microwaving
 - smoking
 - curing
 - acidifying

LO2 Understand how to use and care for knives and cutting equipment for different knife skill techniques

- **Knives and cutting equipment:**
 - chef's/cook's knife
 - paring/utility knife
 - turning knife
 - filleting knife
 - boning knife

- bread knife
- slicer
- palette knife
- off-set palette knife/lifter/spatula
- cleaver
- hacksaw
- mezzaluna
- oyster knife
- cheese knife
- scissors
- **Knife cuts:**
 - cutting
 - dicing/cubing
 - slicing
 - mincing
 - chopping
 - shaping (tourne)
 - segmenting
 - sawing
 - chining
 - carving
 - shaving
 - scoring
 - skinning
 - trimming
 - boning (de-boning)
 - butterflying
 - tunnel-boning
 - fabricating
 - portioning
 - jointing
 - filleting
 - strip cuts:
 - pont-neuf
 - baton
 - batonette
 - julienne
 - fine-julienne
 - allumette (potato)
 - diced/cube cuts:
 - parmentier
 - macedoine
 - jardinière

- brunoise
- fine-brunoise
- concassé (tomato)
- sliced cuts:
 - chiffonade
 - rondelle
 - paysanne
- rough cuts
 - mirepoix (medium)
 - matignon (fine)

Unit 5: Workplace Standards and Professional Development in the Catering Industry
 Unit number: J/618/5794
 Credit: 2
 GLH: 10
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand the reasons for and impact of complying with an organisation’s standards of conduct and behaviour</p>	<p>1.1 Describe the relevant standards of conduct and personal presentation</p> <p>1.2 Describe the importance of following the relevant standards of conduct and personal presentation and skills that apply within an organisation</p> <p>1.3 Describe the workplace challenges of the hospitality and catering environment</p>
<p>2. Understand job roles and career pathways available within the organisation and wider hospitality industry</p>	<p>2.1 Outline how own role relates to the rest of the hospitality business and the wider industry</p> <p>2.2 Describe different progression opportunities available within own organisation and the wider hospitality industry</p> <p>2.3 Describe where to find sources of information and advice</p>
<p>3. Understand how to communicate and work effectively as a team member</p>	<p>3.1 Outline ways of communicating with colleagues and customers</p> <p>3.2 Discuss the importance of feedback</p> <p>3.3 Explain the role of teamwork in the hospitality and catering industry</p>
<p>4. Be able to contribute to own learning and development within the workplace</p>	<p>4.1 Proactively seek feedback on own performance from various sources</p> <p>4.2 Create a learning plan with the relevant person to improve own work performance</p> <p>4.3 Prepare appropriately for performance reviews</p> <p>4.4 Proactively keep learning plan up to date</p>

Amplification

LO1 Understand the reasons for and impact of complying with an organisation's standards of conduct and behaviour

- **Professional Appearance:**
 - Uniform clean and in good condition:
 - Jacket
 - Double-breasted to protect the chest and stomach from heat and burns
 - long sleeves – to protect the arms from burns and scalds
 - no external pockets
 - press studs and Velcro rather than buttons
 - covers all own clothes
 - durable, easy to clean
 - preferably light coloured to show the state of cleanliness
 - Trousers
 - not tight-fitting to protect the legs
 - Apron
 - to protect the legs
 - Footwear
 - non-slip closed shoes
 - Headwear
 - chef hat/toque or skull cap/beanie - stops loose hair falling into food, helps absorb perspiration on the forehead
 - hairnet – used when hair extends beyond the hat
 - Personal grooming
 - Role-model of hygiene
- **Conduct:**
 - maintain good relationships with suppliers, customers, managers, colleagues and sub-ordinates
 - maintain the professional image of the establishment
 - role-model in conduct and etiquette
 - clear communication
 - take pride in work
 - punctuality
 - reliability
 - honesty
 - integrity
- **Challenges:**
 - long hours
 - hot temperatures
 - high-stress situations
 - physical dangers and injuries such as:
 - burns
 - cuts
 - muscle sprains
 - sore feet

- **Where to find sources of information and advice:**
 - own industry
 - occupation
 - training
 - career development
 - networking
- **Importance of feedback:**
 - a constructive way of improving the quality of food and service of the team

Unit 6: Culinary Numeracy and Units of Measurement
 Unit number: L/618/5795
 Credit: 1
 GLH: 7
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the basic principles of numeracy	1.1 Identify the key numeracy operations routinely used in culinary skills 1.2 Apply the key numeracy operations when following specific work instructions 1.3 Add and subtract VAT using a calculator
2. Understand the basic principles of units of measurement	2.1 Explain the principles of weighing and measuring 2.2 Describe the Metric and Imperial systems of measurement 2.3 Explain the principles of conversions 2.4 Explain the principles of scaling recipes

Amplification
<p>LO1 Understand the basic principles of numeracy</p> <ul style="list-style-type: none"> • Numeracy operations applied when following specific work instructions/recipes: <ul style="list-style-type: none"> ○ add ○ subtract ○ multiply ○ divide ○ use fractions (halves, thirds, quarters, eighths) ○ percentage ○ ratios ○ decimal points <p>LO2 Understand the basic principles of units of measurement</p> <ul style="list-style-type: none"> • Conversions: <ul style="list-style-type: none"> ○ conversion tables to look up corresponding metric and imperial equivalents ○ conversion formulas to apply factors to convert to metric and imperial units ○ gas oven temperatures are set according to gas mark equivalents • Scaling: <ul style="list-style-type: none"> ○ simple scaling – using doubling/tripling/halving ○ complex scaling – using a conversion factor

Unit 7: Cold Food Preparation and Presentation
 Unit number: R/618/5801
 Credit: 8
 GLH: 50
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare, store, finish and display cold food dishes for cold food presentation</p>	<p>1.1 Explain the concept of Cold Kitchen and Garde Manger</p> <p>1.2 Explain the principles of safe storage and display of cold food dishes</p> <p>1.3 Identify types of Hors d’oeuvres and amuse-bouche</p> <p>1.4 Identify cold food dishes and ingredients used for cold food presentation</p> <p>1.5 Explain the different preparation methods for cold food presentation</p> <p>1.6 Identify the types of food preservation for cold food presentation</p>
<p>2. Be able to prepare, cook and finish a variety of cold food dishes</p>	<p>2.1 Select clean, correct and functional tools and equipment for preparing food items.</p> <p>2.2 Select food items for preparation</p> <p>2.3 Prepare cold food dishes using the appropriate methods and techniques</p> <p>2.4 Combine and/or cook specific ingredients for cold food dishes</p> <p>2.5 Monitor the preparation, cooking and finishing of cold food dishes</p> <p>2.6 Finish cold food dishes in accordance with the work instructions</p> <p>2.7 Comply with hygienic and safe working practices</p> <p>2.8 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings</p>

Amplification and Range

Learners must cover the following:

- At least two types of cocktail snacks
- At least one type of sandwich
- At least four types of complex salads
- At least two types of bound salads
- At least one type of pâté or rilette
- At least one type of terrine, mousseline, savoury parfait or savoury mousse
- At least four types of dressings and cold sauces, including mayonnaise and vinaigrette
- At least four preparation methods

Amplification

LO1 Understand how to prepare, store, finish and display cold food dishes for cold food presentation

- **Types of Hors d'oeuvres (Cocktail Snacks) and amuse-bouche:**
 - self-standing snacks
 - rested in spoons
 - in pastry cases
 - served in terrines
 - demi-tasse and shot glasses
 - stuffed snacks
 - rolled/wrapped snacks
 - sushi
 - spiked snacks on cocktail sticks or wooden skewer sticks
 - piped items
 - canapés
 - open-faced sandwiches
- **Cold food dishes:**
 - canapés, toasts, breads, sandwiches, wraps and rolls
 - pastry items
 - terrines and seafood cocktails
 - salads, vegetables and fruit
 - dressings, oils, sauces, dips, preserves and spreads
 - forcemeats, farce, sausages, pâté, rillettes, terrines, mousselines and mousse
 - fabricated and stuffed protein preparations
 - fresh, cooked, smoked and cured protein preparations
 - eggs, dairy and cheese
- **Preparation methods:**
 - washing, peeling, trimming and re-washing
 - cutting, dicing/cubing, chopping, slicing, shredding, shaving, carving, shaping, segmenting, boning/deboning, fabricating, filleting, skinning, purging, de-bearding, gutting, scaling and pin-boning
 - coring, melon-balling, grating, skewering, tying and securing
 - brining, injecting, marinating, glazing, egg-washing
 - folding in, whipping, blending/blitzing/pureeing, mincing, lining, stuffing, filling moulding, layering, piping, spreading, rolling, rolling out, batting out, stamping/cutting-out
 - dressing, garnishing, seasoning

- **Food preservation:**
 - smoking
 - dry curing
 - wet curing
 - macerating
 - candying
 - confit (preserving with fat)
 - vacuum packing
 - bottling
 - canning
 - freezing
 - chilling

LO2 Be able to prepare, cook and finish a variety of cold food dishes

- **Select food items for preparation:**
 - to reflect the commodity type, correct quality and quantity required
- **Prepare cold food dishes using the appropriate methods and techniques:**
 - according to the commodity type, cooking process or work instruction
- **Cook specific ingredients:**
 - boiling
 - poaching
 - steaming
 - stewing
 - braising
 - roasting
 - grilling
 - baking
 - frying
 - microwaving
- **Monitor:**
 - time
 - temperature
 - level of cooking medium
 - quality points
- **Finish:**
 - remove
 - drain
 - hold
 - rest
 - store
 - garnish
 - serve
 - present
- **Comply with hygienic and safe working practices:**
 - by maintaining personal health, hygiene, professional appearance and professional behaviour, food safety and quality assurance, and workplace safety

Unit 8: Preparing, Cooking and Finishing: Dough and Bread Products
 Unit number: M/618/5840
 Credit: 8
 GLH: 48
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare, cook and finish dough and bread products</p>	<p>1.1 Identify different types of dough and bread products</p> <p>1.2 Identify common faults in dough and bread products</p> <p>1.3 Describe the different quality points of raw ingredients for dough and bread products</p> <p>1.4 Describe how to store the raw ingredients used for dough and bread products</p> <p>1.5 Identify the different types of tools and equipment for preparing, cooking and finishing dough and bread products</p> <p>1.6 Describe different preparation, cooking and finishing methods for dough and bread products</p> <p>1.7 Describe the correct holding and storage procedures for prepared dough and bread products</p>
<p>2. Be able to prepare, cook and finish dough and bread products</p>	<p>2.1 Select clean, correct and functional tools and equipment for dough and bread products</p> <p>2.2 Select food items for preparation to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare dough and bread products using the appropriate methods and techniques according to the commodity type, cooking process or work instruction</p> <p>2.4 Combine and/or cook specific ingredients using various cooking methods and techniques for dough and bread products</p> <p>2.5 Monitor the preparation, cooking and finishing of dough and bread products</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.6 Finish dough and bread products in accordance with the work instructions 2.7 Comply with hygienic and safe working practices 2.8 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings

Amplification and Range

Learners must cover the following:

- At least two types of unleavened flat breads
- At least two types of leavened flat breads
- At least one type of un-yeasted dough
- At least two types of yeasted lean dough, including bread rolls using weighing, portioning and shaping methods
- At least two types of enriched dough
- At least four types of sweet-enriched dough, including doughnuts and sweet buns
- At least four types of laminated dough, including croissants and Danishes
- At least two types of starter/sour dough

Amplification

LO1 Understand how to prepare, cook and finish dough and bread products

- **Dough and bread products:**
 - unleavened flatbreads
 - leavened flatbreads
 - un-yeasted dough (quick breads)
 - yeasted lean dough
 - enriched dough
 - sweet dough
 - laminated dough
 - starter dough
- **Common faults:**
 - crust too hard
 - over-steamed
 - large holes
 - not knocked back or kneaded (unless it is deliberate e.g. ciabatta)
 - crumb tight
 - insufficient liquid
 - too much flour
 - insufficient rising or proofing

- dense and flat
 - yeast inactive
 - too much liquid
 - insufficient kneading
- recipe imbalance
 - ingredients not weighed or measured out correctly
- **Tools and equipment:**
 - colour-coded utensils and boards
 - scales and measuring jugs/spoons
 - food mixer
 - bowl scraper
 - dough scraper
 - clean clothes for proving
 - bread or loaf tins
 - baking trays
 - silicon sheets
 - cooling racks
 - pastry brush
 - oven/proving oven
 - fridge/freezer
- **Raw ingredients:**
 - yeast
 - fat (butter, pastry margarine or oil, whole eggs or egg yolks, milk, cream)
 - salt
 - sugar
 - baking powder, bicarbonate of soda
- **Preparation methods:**
 - weighing
 - mixing
 - cutting
 - sifting
 - folding
 - kneading
 - scaling
 - shaping
 - rolling
 - greasing
 - lining
 - rising
 - knocking back
 - dividing
 - plaiting

- knotting
- proofing/final rise
- **Cooking methods:**
 - boiling
 - poaching
 - steaming
 - stewing
 - braising
 - roasting
 - grilling
 - baking
 - frying
 - microwaving
- **Finishing methods:**
 - Finishing
 - Scoring
 - Slashing
 - Glazing
 - Topping
 - egg/milk/oil wash
 - cooling
 - resting
- **Storage procedures:**
 - commodities and ingredients stored appropriately in ambient, chilled or frozen storage
 - temperature control managed and maintained
 - item covered or wrapped
 - item dated and labelled
 - FIFO

Unit 9: Preparing, Cooking and Finishing: Paste and Pastry Products
 Unit number: T/618/5841
 Credit: 8
 GLH: 48
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare, cook and finish paste and pastry products</p>	<p>1.1 Identify different types of paste and pastry products</p> <p>1.2 Identify common faults in paste and pastry products</p> <p>1.3 Describe the different quality points of raw ingredients for paste and pastry products</p> <p>1.4 Describe how to store the raw ingredients used for paste and pastry products</p> <p>1.5 Identify the different types of tools and equipment for preparing, cooking and finishing paste and pastry products</p> <p>1.6 Describe different preparation, cooking and finishing methods for paste and pastry products</p> <p>1.7 Describe the storage procedures for prepared paste and pastry products</p>
<p>2. Be able to prepare, cook and finish a variety of paste and pastry products</p>	<p>2.1 Select clean, correct and functional tools and equipment for paste and pastry products</p> <p>2.2 Select food items for preparation to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare paste and pastry products using the appropriate methods and techniques according to the commodity type, cooking process or work instruction</p> <p>2.4 Combine and/or cook specific ingredients using various cooking methods and techniques for paste and pastry products.</p> <p>2.5 Monitor the preparation, cooking and finishing of paste and pastry products</p> <p>2.6 Finish paste and pastry products in accordance with the work instructions</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Comply with hygienic and safe working practices 2.8 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings

Amplification and Range

Learners must cover the following:

- At least three types of short/pâte brisée, including one type closed filling, one type open filling and one type folded/crimped
- At least one type of sweet/pâte sucrée
- At least one type of sablee/pâte sablée
- At least two types of choux/pâte à choux – basic, including the use of craquelin topping
- At least two types of choux/pâte à choux – complex
- At least three types of laminated puff/pâte feuilletée – sweet
- At least three types of laminated puff/pâte feuilletée – savoury
- At least one type of suet pastry
- At least one type of hot water paste
- At least one type of stretched phyllo
- At least one type of stretched strudel

Amplification

LO1 Understand how to prepare, cook and finish paste and pastry products

- **Types of paste:**
 - short/pâte brisée
 - sweet/pâte sucrée
 - sablee/pâte sablée
 - choux/pâte choux
 - laminated puff/pâte feuilletée
 - stretched phyllo/ strudel
 - suet
 - hot water
- **Types of pastry:**
 - flans
 - tarts/tartlets
 - pies, pasties and puddings
 - crumbles
 - cobblers
 - choux pastry products
 - puff pastry products

- stretched phyllo/ strudel pastry products
- short pastry/pâte brisée and pastry products
- sweet pastry/pâte sucrée and pastry products
- sablee pastry/pâte sablée and pastry products
- suet pastry and pastry products (suet and hot water pastry are very similar apart from cooking method)
- hot water pastry and pastry products
- **Common faults:**
 - short pastry
 - hard/tough
 - overworked
 - too much liquid
 - insufficient fat
 - soft/crumblly
 - insufficient liquid
 - too much fat
 - uneven/bubbled
 - not rested before baking
 - fat not rubbed in evenly
 - liquid not added evenly
 - blind baked without docking with a fork
 - shrunken
 - not rested before baking
 - overworked
 - too much liquid
 - raw, soggy and pale colour
 - insufficient baking
 - too much liquid
 - uneven thickness
 - not rolled out or pressed out evenly
 - recipe imbalance
 - ingredients not weighed or measured out correctly
 - choux pastry
 - poor volume
 - not enough eggs
 - too little liquid
 - oven temperature too low
 - greasy
 - insufficient liquid
 - soggy
 - too many eggs
 - too much liquid
 - oven temperature too low

- shrunken/collapsed
 - insufficient baking
- puff pastry
 - not flaky
 - too few lamination turns
 - rolled out too thick
 - oven temperature too low
 - fat too softened
 - too much flour
 - fat oozes out
 - fat rolled in too cold
 - oven temperature too low
 - too few lamination turns
 - shrunken
 - insufficient resting between lamination turns
 - too much pressure used during rolling and turning
- **Tools and Equipment:**
 - colour-coded utensils and boards
 - scales and measuring jugs/spoons
 - piping bags and nozzles
 - sieves and bowls
 - spoons / whisks
 - peeler / grater
 - dough scraper/spatula
 - food mixer/blender
 - rolling pin
 - pie dish, flan or tart/tartlet rings
 - baking trays
 - silicon sheets
 - cooling racks
 - pastry brush
 - palette knife
 - cutters
 - oven gloves
 - oven
 - fridge/freezer
- **Ingredients and storage procedures:**
 - flour
 - fat (butter, pastry margarine, suet, lard)
 - sugar
 - whole eggs or egg yolks
 - milk, cream
 - vanilla pod, essences and extracts

- chocolate and cocoa
- fruit (fresh, candied/glacé, jam and dried)
- **Storage:**
 - commodities and ingredients stored appropriately in ambient, chilled or frozen storage
 - temperature control managed and maintained
 - item covered or wrapped
 - item dated and labelled
 - FIFO
- **Preparation methods:**
 - weighing
 - measuring
 - sifting
 - mixing
 - rubbing-in
 - stirring-in
 - whisking
 - creaming
 - foaming
 - rolling
 - folding
 - resting
 - shaping
 - cutting
 - greasing
 - lining
 - filling
 - spreading
 - glazing
 - piping
 - smoothing
 - coating
 - dipping
 - whipping
 - cooling
 - portioning
 - docking
 - blind-baking
 - lattice cutting
 - egg-washing
 - milk-washing
 - chocolate lining

- **Cooking methods:**

- baking
- steaming
- boiling
- frying

- **Finishing methods:**

- piping
- glazing
- toppings
- icing/dusting

Unit 10: Preparing, Cooking and Finishing: Biscuits and Cakes
 Unit number: A/618/5842
 Credit: 8
 GLH: 48
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare, cook and finish biscuits and cakes</p>	<p>1.1 Identify different types of biscuits and cakes</p> <p>1.2 Identify common faults in biscuits and cakes</p> <p>1.3 Describe the different quality points of raw ingredients for biscuits and cakes</p> <p>1.4 Describe how to store the raw ingredients used for biscuits and cakes</p> <p>1.5 Identify the different types of tools and equipment for preparing, cooking and finishing biscuits and cakes</p> <p>1.6 Describe different preparation, cooking and finishing methods for biscuits and cakes</p> <p>1.7 Describe the storage procedures for prepared biscuits and cakes</p>
<p>2. Be able to prepare, cook and finish a variety of biscuits and cakes</p>	<p>2.1 Select clean, correct and functional tools and equipment for biscuits and cakes</p> <p>2.2 Select food items for preparation to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare biscuits and cakes using the appropriate methods and techniques according to the commodity type, cooking process or work instruction</p> <p>2.4 Combine and/or cook specific ingredients using various cooking methods and techniques for biscuits and cakes</p> <p>2.5 Monitor the preparation, cooking and finishing of biscuits and cakes</p> <p>2.6 Finish biscuits and cakes in accordance with the work instructions</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Comply with hygienic and safe working practices 2.8 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings

Amplification and Range

Learners must cover the following:

- At least three types of creamed biscuits, including Langues de chat and Butter Biscuits/Sablés
- At least one type of foamed biscuits
- At least two types of rubbed-in biscuits
- At least two types of mixed biscuits
- At least one type of twice baked biscuits
- At least two types of stenciled and moulded biscuits
- At least one type of scooped and dropped biscuits
- At least five types of foamed egg sponge cakes
- At least three types of creamed butter sponge cakes
- At least three types of beaten and chemically aerated batter sponge cakes, including straight-mix, muffin mix and hot sponge methods
- At least two types of dense cakes, including fruit-based and torte
- At least two types of flourless cakes, including baked and unbaked
- At least one type of entremet mousse cake

Amplification

LO1 Understand how to prepare, cook and finish biscuits and cakes

- **Types of biscuits:**
 - creamed
 - foamed
 - mixed
 - rubbed-in
 - scooped and dropped
 - stencilled and moulded
 - twice baked
- **Types of cakes:**
 - foamed (egg sponge)
 - creamed (butter sponge)
 - beaten and chemically aerated (batter sponge)
 - dense
 - flourless
- **Common Faults:**

- Biscuits
 - Chewy
 - too high in liquid and/or eggs
 - crisp
 - too high in sugar and/or fat
 - soft (cake-like)
 - too high in liquid and/or sugar
- Cakes
 - collapse in the middle ('m' fault)
 - too much baking powder and/or sugar
 - collapse at the sides ('x' fault)
 - excess liquid
 - cracked/burst top
 - too much baking powder
 - too little fat and sugar
 - oven too hot
 - overmixing
 - tunneling holes in the crumb or uneven rise
 - baking powder not evenly distributed
- **Tools and equipment:**
 - colour-coded utensils and boards
 - scales and measuring jugs/spoons
 - sieves and bowls
 - piping bags and nozzles
 - spoons/whisks
 - peeler/grater
 - dough scraper/spatula
 - food mixer/blender
 - rolling pin
 - baking trays
 - silicon sheets
 - cooling racks
 - pastry brush
 - palette knife
 - cutters
 - oven gloves
 - oven
 - fridge/freezer
- **Raw ingredients:**
 - flour
 - fat (butter, pastry margarine, oil)
 - sugar, syrups, jams
 - eggs

- baking powder, bicarbonate of soda, yeast
- dairy products
- fruit (fresh, candied/glacé, jam and dried)
- vanilla pods, essences and extracts
- flavourings (rose water, coffee, orange flower water)
- chocolate and cocoa
- nuts and seeds
- herbs, spices, salt
- **Preparation methods:**
 - weighing
 - measuring, sifting, mixing and rubbing-in
 - kneading
 - foaming
 - whisking
 - whipping
 - stirring
 - creaming
 - smoothing
 - rolling
 - folding
 - shaping
 - cutting
 - portioning
 - moulding
 - resting
 - greasing
 - lining
- **Cooking methods:**
 - baking
 - boiling
- **Finishing methods:**
 - filling
 - spreading
 - glazing
 - piping
 - masking
 - enrobing
 - smoothing
 - coating
 - dipping
 - dusting
 - icing

- garnishing
- **Storage procedures:**
 - commodities and ingredients stored appropriately in ambient, chilled or frozen storage
 - temperature control managed and maintained
 - item covered or wrapped
 - item dated and labelled
 - FIFO

Unit 11: Preparing, Cooking and Finishing: Hot and Cold Desserts
 Unit number: F/618/5843
 Credit: 8
 GLH: 48
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare, cook and finish hot and cold desserts</p>	<p>1.1 Identify different types of hot and cold desserts</p> <p>1.2 Describe the different quality points of raw ingredients for hot and cold desserts</p> <p>1.3 Describe how to store the raw ingredients used for hot and cold desserts</p> <p>1.4 Identify the different types of tools and equipment for preparing, cooking and finishing hot and cold desserts</p> <p>1.5 Describe different preparation, cooking and finishing methods for hot and cold desserts</p> <p>1.6 Describe the storage procedures for prepared hot and cold desserts</p> <p>1.7 Describe how to adapt hot and cold desserts to accommodate different dietary requirements</p>
<p>2. Be able to prepare, cook and finish a variety of hot and cold desserts</p>	<p>2.1 Select clean, correct and functional tools and equipment for hot and cold desserts.</p> <p>2.2 Select food items for preparation to reflect the commodity type, correct quality and quantity required.</p> <p>2.3 Prepare hot and cold desserts using the appropriate methods and techniques according to the commodity type, cooking process or work instruction.</p> <p>2.4 Combine and/or cook specific ingredients using various cooking methods and techniques for hot and cold desserts</p> <p>2.5 Monitor the preparation, cooking and finishing of hot and cold desserts.</p> <p>2.6 Finish hot and cold desserts in accordance with the work instructions.</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Comply with hygienic and safe working practices 2.8 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings.

Amplification and Range

Learners must cover the following:

- At least three types of hot sponge baked desserts
- At least one type of hot sponge steamed desserts
- At least one type of hot sponge self-saucing desserts
- At least two types of hot fruit-based desserts, including baked as well as poached or stewed fruit
- At least two types of hot pastry-based desserts
- At least two types of hot batter-based desserts
- At least two types of hot egg custard-based desserts
- At least one type of hot milk puddings
- At least two types of hot soufflés, including moulded and unmoulded
- At least three types of cold meringue-based desserts, including French cold, Swiss warm and Italian boiled methods
- At least three types of cold egg custard-based desserts
- At least one type of cold mousse
- At least one type of cold soufflé
- At least one type of cold cheese-based desserts
- At least five types of frozen desserts, including ice cream, parfait, sorbet, granita and cassata
- At least two types of cold fruit-based desserts
- At least three types of cold gelatine-set desserts, including panna cotta and creme bavaois
- At least two types of cold pastry-based desserts

Amplification

LO1 Understand how to prepare, cook and finish hot and cold desserts

- **Types of hot dessert:**
 - hot sponge and suet-based baked and steamed desserts
 - hot fruit-based desserts
 - hot batter-based desserts
 - hot egg custard-based desserts
 - hot pastry-based desserts
 - hot milk puddings
 - hot soufflés
- **Cold desserts:**
 - mousses and cold soufflés
 - gelatine-set desserts

- fruit-based desserts
- egg custard-based desserts
- pastry-based desserts
- meringue-based desserts
- frozen desserts
- rice-based desserts
- cheese-based desserts
- **Tools and equipment:**
 - colour-coded utensils and boards
 - scales and measuring jugs/spoons
 - sieves and bowls
 - spoons
 - whisks
 - peeler
 - grater
 - dough scraper/spatula
 - food mixer/blender
 - rolling pin
 - baking trays
 - silicon sheets
 - cooling racks
 - pastry brush
 - piping bags and nozzles
 - palette knife
 - cutters
 - oven
 - gloves
 - oven
- **Raw ingredients:**
 - fat (cream, milk, butter, pastry margarine, oil, suet, cream cheese, cheese)
 - sugar, isomalt
 - eggs
 - flour
 - baking powder, bicarbonate of soda
 - gelatine
 - fruit (fresh, candied/glacé, jam and dried)
 - vanilla pod, essences and extracts
 - flavourings (rose water, coffee, orange flower water)
 - chocolate and cocoa
 - nuts and seeds
 - herbs and spices

- **Preparation methods:**
 - weighing
 - measuring
 - sifting
 - mixing
 - straining
 - stirring
 - whisking
 - whipping
 - creaming
 - rolling
 - rubbing-in
 - folding
 - shaping
 - moulding
 - cutting
 - portioning
 - spreading
 - setting
 - freezing (churning)
 - greasing
 - lining
 - filling
- **Cooking methods:**
 - boiling
 - baking
 - steaming
 - frying
- **Finishing methods:**
 - icing
 - dusting
 - glazing
 - piping
 - smoothing
 - coating
 - garnishing
 - dipping
 - dessert sauces
 - cooling
 - freezing
- **Storage:**
 - commodities and ingredients are stored appropriately in ambient, chilled or frozen storage

- temperature control managed and maintained
- item covered or wrapped
- item dated and labelled
- FIFO
- **Adapt hot and cold desserts:**
 - sugar-free alternatives
 - isomalt and sugar-free replacement sweeteners
 - fat-free alternatives
 - fruit, meringue and gelatine-set items
 - egg-free alternatives
 - cheese, fruit, nut and gelatine-set items
 - dairy-free alternatives
 - fruit, nut, meringue, pastry, imitation and coconut creams, and gelatine-set items

Unit 12: Preparing, Cooking and Finishing: Sugar and Chocolate Work
 Unit number: J/618/5844
 Credit: 8
 GLH: 48
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand the chemistry of sugar and chocolate, the principles of tempering chocolate and how to prepare, cook and finish sugar and chocolate work</p>	<p>1.1 Describe different types of sugar work and sugar-based items</p> <p>1.2 Identify different types of chocolate</p> <p>1.3 Describe different types of chocolate work and chocolate-based items</p> <p>1.4 Identify the different stages of crystallisation in sugar when heated</p> <p>1.5 Describe the different types of crystallisation in tempering chocolate</p> <p>1.6 Describe different methods of melting and tempering chocolate</p>
<p>2. Be able to prepare, cook and finish sugar and chocolate</p>	<p>2.1 Select clean, correct and functional tools and equipment for preparing food items</p> <p>2.2 Select food items for preparation to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare sugar and chocolate work using the appropriate methods and techniques according to the commodity type, cooking process or work instruction</p> <p>2.4 Combine and/or cook specific ingredients using various cooking methods and techniques for sugar and chocolate work</p> <p>2.5 Monitor the preparation, cooking and finishing of sugar and chocolate work</p> <p>2.6 Finish sugar and chocolate work in accordance with the work instructions</p> <p>2.7 Comply with hygienic and safe working practices</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.8 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings

Amplification

Learners must cover the following:

- At least six types of sugar syrups, jams, compotes, preserves and candied fruit
- At least ten types of sugar confectioneries
- At least two types of sugar decorations
- At least three types of chocolate dipped and covered, including one ganache finishing method
- At least two types of chocolate moulded and shaped
- At least two types of chocolate decorations
- At least one type of chocolate tempering preparation methods

Amplification

LO1 Understand the chemistry of sugar and chocolate, the principles of tempering chocolate and how to prepare, cook and finish sugar and chocolate work

- **Types of sugar work and sugar-based items:**
 - sugar syrups for bakery items
 - jams, marmalade, compotes and preserves
 - glacé, dipped candied fruit and fruit peel
 - sugar confectioneries
 - decorative sugar work
- **Types of chocolate:**
 - dark
 - unsweetened
 - 100% cocoa mass (53% cocoa butter, 47% cocoa solids)
 - 0% sugar
 - bittersweet
 - 60% to 95% cocoa mass
 - 40% to 5% sugar
 - semi-sweet
 - 35% to 55% cocoa mass
 - 65% to 45% sugar
 - milk
 - contains milk solids and only 20% to 35% cocoa mass
 - white
 - contains only cocoa butter and milk solids (no cocoa solids)
 - imitation chocolate

- contains no cocoa butter (uses vegetable oils instead)
- chocolate couverture
 - dark, milk and white chocolate which is very high in cocoa butter (above 32% cocoa butter) which makes it very fluid
 - sold as chips, chunks, or pistoles/calets which are disc-like small pieces which eliminate the need for chopping chocolate up when tempering
- **Types of chocolate work and chocolate-based items:**
 - tempering chocolate couverture produces a product with shine and “snap” that does not show signs of fat or sugar bloom
 - chocolate ganache
 - dipped and covered fruit, nuts, biscuits and marzipan
 - moulded and shaped cups, liqueurs and truffles
 - decorative shards, curls, roses, cigars, collars, piped run outs/motifs
- **Stages of crystallisation in sugar:**
 - small thread
 - around 102°C, no colour change, soft on cooling
 - used in syrups, icing and frostings
 - pearl
 - around 104°C, no colour change, soft on cooling
 - used in preserves and jams
 - large thread
 - around 107°C, no colour change, soft on cooling
 - used in candied fruit
 - soft ball
 - around 115°C, no colour change, semi-soft on cooling
 - used in fudge and marshmallow
 - hard ball
 - around 125°C, no colour change, semi-soft on cooling
 - used in soft caramels, soft nougat and soft toffee
 - soft crack
 - around 135°C, no colour change, firm on cooling
 - used in firm toffee, butterscotch and nougat
 - hard crack
 - around 150°C, no colour change, brittle on cooling
 - used in clear hard-boiled sweets
 - extra hard crack
 - around 160°C, slight colour change, brittle on cooling
 - used in hard sweets, brittles and praline
 - light caramel
 - around 165°C, pale amber colour change, shatters on cooling
 - used in spun sugar
 - medium caramel
 - around 170°C, golden to amber colour change, hard on cooling

- used in caramel glazes
- dark caramel
 - around 180°C, dark colour change, hard on cooling, bitter-sweet flavour
 - used in dark food colourings
- **Types of crystallisation in tempering chocolate:**
 - Alpha
 - Gamma
 - Beta
 - Beta Prime
 - Beta IV
 - Beta V (most desired)
- **Methods of melting chocolate:**
 - in the microwave
 - in a slow oven at 110°C
 - in a double boiler on a hob
- **Methods of tempering chocolate:**
 - traditional method
 - softening/melting to 45°C
 - cooling down to 26°C to 28°C - by seeding, water-bathing or tabling
 - reheating to 29°C to 33°C (depending on type of couverture)
 - direct tempering methods
 - oven
 - microwave

Unit 13: Preparing, Cooking and Finishing: Petit Fours and Miniatures
 Unit number: L/618/5845
 Credit: 4
 GLH: 24
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare, cook and finish petit fours and miniatures</p>	<p>1.1 Define the term ‘petit fours’</p> <p>1.2 Describe different types of petit fours and miniatures</p>
<p>2. Be able to prepare, cook and finish petit fours and miniatures</p>	<p>2.1 Select clean, correct and functional tools and equipment for preparing food items</p> <p>2.2 Select food items for preparation to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare petit fours and miniatures using the appropriate methods and techniques according to the commodity type, cooking process or work instruction</p> <p>2.4 Combine and/or cook specific ingredients using various cooking methods and techniques for petit fours and miniatures</p> <p>2.5 Monitor the preparation, cooking and finishing of petit fours and miniatures</p> <p>2.6 Finish petit fours and miniatures in accordance with the work instructions</p> <p>2.7 Comply with hygienic and safe working practices</p> <p>2.8 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings</p>

Amplification and Range

Learners must cover the following:

- At least two types of glacé petit fours
- At least seven types of sec petit fours
- At least two types of varié petit fours

Amplification

LO1 Understand how to prepare, cook and finish petit fours and miniatures

- **Types of Petit Fours and miniatures:**
 - glacés (iced/glazed) - also called petit four frais (fresh)
 - sec (dry)
 - varié (assorted confectionery)

Unit 14: Fillings, Toppings, Icings, Glazes, Creams, Sauces and Decorative Techniques
 Unit number: R/618/5846
 Credit: 4
 GLH: 24
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare, cook and finish fillings, toppings, icings, glazes, creams, sauces and decorative techniques</p>	<p>1.1 Describe different types of fillings and spreads</p> <p>1.2 Describe different types of toppings</p> <p>1.3 Describe different types of icings and glazes</p> <p>1.4 Describe different types of creams</p> <p>1.5 Describe different types of dessert sauces</p> <p>1.6 Describe different types of decorative techniques</p>
<p>2. Be able to prepare, cook and finish fillings, toppings, icings, glazes, creams, sauces and decorative techniques</p>	<p>2.1 Select clean, correct and functional tools and equipment for preparing food items</p> <p>2.2 Select food items for preparation to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare fillings, toppings, icings, glazes, creams, sauces and decorative techniques using the appropriate methods and techniques according to the commodity type, cooking process or work instruction</p> <p>2.4 Combine and/or cook specific ingredients using various cooking methods and techniques for fillings, toppings, icings, glazes, creams, sauces and decorative techniques</p> <p>2.5 Monitor the preparation, cooking and finishing of fillings, toppings, icings, glazes, creams, sauces and decorative techniques</p> <p>2.6 Finish fillings, toppings, icings, glazes, creams, sauces and decorative techniques in accordance with the work instructions</p> <p>2.7 Comply with hygienic and safe working practices</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.8 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings

Amplification

Learners must cover the following:

- At least six types of creams, including pastry cream, butter cream, sweet cream, frangipane, chocolate cream and Bavarian cream
- At least three types of fillings and spreads, including one type of soft caramel or butterscotch, marzipan and fruit curd
- At least two types of toppings
- At least five types of icings/frostings and glazes
- At least two types of dessert sauces
- At least one type of decorative techniques

Amplification

LO1 Understand how to prepare, cook and finish fillings, toppings, icings, glazes, creams, sauces and decorative techniques

- **Fillings and spreads:**
 - marzipan
 - soft caramel, butterscotch
 - fruit curd
- **Toppings:**
 - craquelin
 - streusel
- **Icings and Glazes:**
 - fondant icing
 - marshmallow fondant
 - butter icing,
 - cream cheese icing
 - Italian meringue butter icing
 - royal icing
 - glacé icing, chocolate gaze
 - mirror glaze
- **Creams:**
 - crème pâtissière (pastry cream)
 - crème au beurre (butter cream)
 - crème chantilly (chantilly cream)
 - almond cream (frangipane)

- ganache (chocolate cream)
- crème bavaroise (bavarian cream)
- **Dessert sauces:**
 - coulis
 - chocolate sauce
 - caramel sauce
- **Decorative techniques:**
 - tylose paste/gum paste
 - chocolate decorations
 - sugar decorations
 - nougatine
 - soifs

Appendix 3: Sample assessment material

Portfolio of evidence

Please refer to the Learner Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner’s portfolio sufficiently covers all learning outcomes, assessment criteria and range as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings
- recipe logs, including photographs of finished dishes
- menus

Please see below a screenshot of the Evidence Tracking sheet that can be found in the Learner Pack that should be used to support the successful completion of the qualification.

Evidence Tracking Sheet - Example

Learner Name			
Centre Name			
Unit 1: Unit name (Unit no)			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
3.	3.1	Q, D	8

Fill in the portfolio reference for each assessment criteria

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet	Assessment method key: Obs Observation Pe Product evidence Q Questioning Sim Simulation/assignment Wt Witness testimony R Recipe log O Observation PD Professional discussion	Fill in each assessment method used, using the key	Insert the date that the Assessment Criteria was fully met
Signature	Date:		
Assessor Signature	Date:		
IQA Signature (if sampled)	Date:		
EQS Signature (if sampled)	Date:		

If sampled, the IQA/EQS must also sign and date this tracking sheet