Qualification Specification

Highfield Level 3 International Diploma in Baking and Patisserie

Contents

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Introduction

This 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 centre manager.

Key facts

Assessment method:	Multiple Choice assessment and Portfolio of Evidence
Guided learning hours (GLH):	456

Qualification overview and objective

This qualification is designed for catering professionals who wish to specialise in patisserie.

The objective of the qualification is to provide a range of skills for a front-line worker or a learner aspiring to specialise in pastry, desserts and cakes in a kitchen environment. It is applicable to all catering sectors from small coffee shops, confectioners, bakeries, restaurants to large scale hotels; reflecting the international nature of the knowledge and skills and activities needed for different countries or cultures.

The qualification provides learners with the knowledge, understanding and skills covering food safety and health and safety, preparation of breads, pastry products, cakes and hot and cold desserts.

Important note: Highfield recommends that you contact the relevant government department in the country that you want to deliver this qualification to ensure that local laws are being adhered to and that there are no additional approval requirements. It may be that you are required to register as a training provider within the country itself. Highfield approves centres based on its own criteria but does not represent any other organisations or departments.

Entry requirements

Learners must have previous knowledge of the basic principles of food production, which can be demonstrated by evidence of previous work experience/current employment.

It is the centre's responsibility to ensure that learners meet these entry requirements at the point of enrollment.

Guidance on delivery/assessment ratio

The guided learning hours (GLH) for this qualification is 456 hours.

The GLH is the time an average learner is taught by means of lectures, tutorials, supervised study, practical demonstrations and blended learning, including the time spent on assessment. The delivery of this programme may be adjusted in accordance with the learners' needs and/or local circumstances.

To effectively assess this qualification, Highfield recommends that centres use a ratio of **1 approved tutor/assessor** to **16 learners.**

Centre Requirements

Centres **must** ensure that learners are trained and assessed in a realistic work environment.

Learners must have access to an appropriately and well-equipped professional kitchen. Learners must be able to work in an organised, hygienic and safe environment with sufficient workspace.

Centres **must** ensure that the following equipment is available:
- Health and Safety equipment –Personal Protective Equipment (PPE), oven gloves, fire safety equipment and First Aid.
- Washing facilities– hand wash basin, food preparation area and wash up sinks
- Refrigerators and freezers
- Suitable storage facilities for ingredients, equipment and tools and cleaning equipment
- Workstations – stainless steel workstations or suitable tables to be used for preparation
- Cooking facilities – ovens, ranges/stoves, microwave oven
- Small and large equipment and tools – it is recommended that centres review the range of equipment that is required for each unit in the qualification. The following equipment is a minimum requirement:
  - Mixing machines with appropriate blades
  - food processors/liquidisers/blenders,
  - pots, pans, scales, measuring spoons, measuring jugs,
  - sugar thermometer, cake testers, knives, palette knives, lifters, peelers, corers,
  - a variety of stainless steel and glass bowls, whisks, rolling pins, spoons, spatulas, baking trays, baking liners, baking tins, cookie cutters, cooling racks, dough scraper, pastry brushes, cutting boards, a marble slab, graters, sieves/strainers/chinois, piping bags and nozzles, various moulds, ramekins, plates and dessert bowls for plating.

Guidance on assessment

This section of the specification provides information on how the qualification's individual components are assessed, along with any further specific requirements:

Unit No:	Unit title	GLH	Assessment Methods
1	Principles of Food Safety in Catering (RQF)	7	MCQ exam externally set and marked by Highfield. 20 questions, 45 minutes, 65% Pass mark
2	Health and Safety within the workplace (RQF)	6	MCQ exam set and marked by Highfield. 20 questions, 45 minutes, 65% Pass mark
3	Principles of numeracy and measurement	4	Written assessment set and marked by Centres, submitted as portfolio of Evidence
4	Preparing, cooking and finishing dough and bread products	80	Practical assessment, submitted as portfolio of Evidence
5	Preparing, cooking and finishing pastry and pastry products	80	Practical assessment, submitted as portfolio of Evidence
6	Preparing, cooking and finishing biscuits and cakes	80	Practical assessment, submitted as portfolio of Evidence
7	Preparing, cooking and finishing confectionery sugar and chocolate work	80	Practical assessment, submitted as portfolio of Evidence
8	Preparing, cooking and	80	Practical assessment, submitted as portfolio of

	finishing hot, cold and frozen desserts		Evidence
9	Preparing, cooking and finishing Petit Fours and miniatures	40	Practical assessment, submitted as portfolio of Evidence

The assessments of Unit 1 and 2 are assessed by multiple choice examination externally set and marked by Highfield. After the learners have sat these exams, completed examination papers must be returned, to Highfield for marking.

Unit 3 will be assessed by centre developed assessments. Centres must ensure that all the learning outcomes within the unit are sufficiently covered in the assessment they develop. The approved assessor must mark the assessments for this unit and the assessment paperwork must be submitted in the final portfolio.

The evidence of practical assessment is submitted in the form of a portfolio. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield promotes holistic assessment.

Assessment packs for conducting and recording the practical assessments for Unit 4, 5, 6, 7, 8 and 9 is available for download from the members' area of the Highfield website. The assessment paperwork includes recipe logbook sheets, practical observation sheets and evidence tracking sheets.

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 requires centres to have in place a robust mechanism for quality assurance. The quality assurance checks of the training delivery and assessments must be completed by a competent person at the centre, who must ensure that all Highfield training and assessment paperwork is completed to the correct standard and within the timescales advised by Highfield. Persons completing the quality assurance function should not have been involved in any aspect of the delivery/assessment of the course they are quality assuring.

Highfield 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 website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Tutor/assessor requirements

Highfield requires nominated assessors for this qualification to meet the following requirements:
- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and relevant qualifications
- hold a suitable assessor qualification and/or experience deemed appropriate by Highfield
- complete one engagement discussion (face to face/online) with a member of the Highfield external quality assurance team.

Tutor requirements for Unit 1 and Unit 2

Unit 1 is from the RQF qualification – Highfield Level 2 Award in Food Safety in Catering (Qualification accreditation number – 603/2033/3).

Unit 2 is from the RQF qualification – Highfield Level 2 Award in Health and Safety within the workplace (Qualification accreditation number – 603/1289/0)

In addition to seeking Highfield approval for delivering the Level 2 International Diploma in Baking and Patisserie, Centres must follow the tutor requirements mentioned in the specification of these two RQF qualifications and seek approval from Highfield before delivering these two units (unit 1 and 2).

External quality assurance requirements

Highfield will conduct **two mandatory** engagement visits (face to face/online discussions/desktop audit) with the centre as below:

- **First engagement:** centres seeking approval to deliver this qualification will be subject to an approval visit as part of the application. This engagement visit will be either conducted face to face/online with the centre contact and the nominated tutor. The purpose of this engagement is to ensure that the centre has all the resources required for the delivery of this programme including competency of the tutor and/or assessors. Upon successful completion of this, centres are then permitted to register and deliver this qualification. This approval is revisited on at least an annual basis.
- **Second engagement:** once a centre is approved to deliver this qualification, Highfield will conduct an unannounced or a pre-booked quality assurance engagement with the centre in order to check standards of the assessments and the portfolios.

Further details of the engagement visits and the associated costs can be obtained from your centre manager.

Reasonable adjustments and special considerations

Highfield has measures in place for learners who require additional support. Reasonable adjustments such as additional time for the exam; assistance during the exam such as using a scribe or a reader, is available upon approval from Highfield. Please refer to Highfield's reasonable adjustment policy for further guidance on this:

www.highfieldinternational.com/download

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 recommends the following as proof of a learner's identity:

- a national identity card (eg: Emirates ID)
- a valid passport (any nationality)
- a signed photocard driving licence
- a valid warrant card issued by police, local authority or equivalent; or
- 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 the following qualifications:

- Highfield Level 2 NVQ Diploma in Beverage Service (RQF)
- Highfield Level 2 NVQ Diploma in Food and Beverage Service (RQF)
- Highfield Level 2 NVQ Diploma in Food Production and Cooking (RQF)
- Highfield Level 2 NVQ Diploma in Food Service (RQF)
- Highfield Level 3 Diploma for Hospitality Supervisors (RQF)

Useful websites

- www.highfieldqualifications.com(Highfield UK)
- www.highfieldinternaitonal.com(Highfield MEA)
- www.highfieldproducts.com(Highfield Products)

Recommended training materials

- Level 2 Food Safety e-learning; Highfield Products
- Level 2 Award in Food Safety training presentation; Highfield Products
- Level 2 Food Safety Handbook; Highfield Products
- Level 2 Health and Safety e-learning; Highfield Products
- Level 2 Award in Health and Safety training presentation; Highfield products
- The Health and Safety Handbook; Highfield Products

Appendix 1: Qualification Content

Unit 1: **Principles of Food Safety in Catering**
Unit number: R/615/8162
GLH: 7

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how individuals can take personal responsibility for food safety**	1.1 Identify the importance of food safety procedures, safe food handling and avoiding unsafe behaviour 1.2 Identify how to report food safety hazards, infestations and food spoilage 1.3 Recognise key legal responsibilities of food handlers
2. **Understand the importance of food handlers keeping themselves clean and hygienic**	2.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination 2.2 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices
3. **Understand the importance of keeping work areas clean and hygienic**	3.1 Know 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 3.2 Know the importance of safe waste disposal 3.3 Identify the importance of pest control
4. **Identify the importance of keeping food products safe**	4.1 Identify main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards 4.2 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation 4.3 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food 4.4 Know how to deal with food spoilage including recognition and reporting

Indicative content
LO1: Understand how individuals can take personal responsibility for food safety

1.1 Identify the importance of food safety procedures, safe food handling and avoiding unsafe behaviour
    o benefits to customers, catering businesses and food handlers of effective procedures
    o costs of poor practices to a catering business

1.2 Identify how to report food safety hazards, infestations and food spoilage
- o what to report, when to report, who to report to with regards to:
  - – hazards, infestations/signs of pests and spoilage in a catering environment

1.3 Recognise key legal responsibilities of food handlers
- o requirement for:
  - – food safety training & supervision in the kitchen
  - – reporting of illness
  - – following rules and procedures implemented for food safety

LO2: Understand the importance of food handlers keeping themselves clean and hygienic

2.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination
- o how good personal hygiene in a catering environment can reduce microbial, chemical, physical and allergenic contamination

2.2 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices
- o practices in a catering environment regarding:
  - – 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

LO3: Understand the importance of keeping work areas clean and hygienic

3.1 Know 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
- o reasons for cleaning
- o cleaning and disinfection techniques, including order of cleaning
- o cleaning chemicals, including purpose of detergent, disinfectant and sanitiser and following manufacturer's instructions and safe storage
- o clear and clean as you go

3.2 Know the importance of safe waste disposal
- o internal and external controls within catering businesses, including regular removal of waste, clean areas, secure and lidded externally, cleaned regularly

3.3 Identify the importance of pest control
- o hazards from pests
- o common food pests and signs of pests
- o reporting of signs
- o basic environmental control (which they are responsible for) such as clearing food spillages, keeping doors and windows closed, lids on bins

LO4: Identify the importance of keeping food products safe

4.1 Identify main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards
   o meaning of terms contamination, cross-contamination, raw food to be cooked, high-risk food, low-risk food and ready-to-eat raw food
   o types of microbiological contaminants (bacteria, virus, mould)
   o common sources, routes and vehicles of microbiological contamination in a catering environment
   o 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
   o 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
   o examples of common physical hazards within food preparation areas and basic controls
   o examples of common chemical hazards within food preparation areas and basic controls
   o identification of common allergenic foods and risks associated with allergenic hazards.
   o awareness of ways to prevent allergenic contamination during food production

4.2 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation
   o Basic contamination and temperature controls and checks to be made at delivery
   o Importance of labelling
   o Importance of stock rotation and date coding
   o Importance of temperature control during storage, including correct temperatures and basic ways to achieve them

4.3 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food
   o preparation:
      - separation of raw and ready to eat foods
      - dedicated equipment
      - not preparing too far in advance
   o cooking:
      - following recipes
      - cooking thoroughly
      - safe temperatures
      - preventing contamination
   o chilling:
      - the need to cool quickly
      - the need to prevent contamination
   o reheating:
      - meeting required temperature when reheating
      - only reheating once
   o holding:
      - preventing contamination
      - no topping up
      - safe temperature for hot and cold holding and time allowable out of these temperatures
   o serving & transporting food:

- avoiding contamination
- clean equipment
- suitable transportation and containers
- importance of temperature control

4.4   Know how to deal with food spoilage including recognition and reporting
   o   common signs of food spoilage
   o   the need to report spoiled food
   o   separation of spoiled food

Unit 2: **Health and Safety within the workplace**
Unit number: L/615/5244
GLH: 6

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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

Additional assessment guidance/requirements

This section of the specification provides further details on any additional assessment guidance/requirements to consistently provide valid, reliable and comparable assessments.
 	
Employers duties:
    o   providing, so far as is reasonably practicable a safe place to work
    o   provide information, instruction, training and supervision
    o   provide adequate welfare facilities
    o   ensure safe access and egress
    o   provide equipment and PPE which is suitable and fit for purpose
    o   ensure policies and procedures are:
        -    in place,
        -    reviewed, and
        -    updated
 	
Employees duties:
    o   duty of care
    o   must follow the instructions, guidance and training given by their employer including on equipment
    o   must not interfere with equipment provided for health & safety

- o must report and record;
  - hazards that could cause a risk
  - accidents
  - near misses, and
  - diseases

Benefits
- o economic
- o moral
- o duties or legal requirements

Steps
- o identification of hazards and how they cause harm
- o people at risk
- o evaluate
- o record
- o review

Hazards
- o slips, trips and falls from height
- o ergonomics
- o manual handling
- o stress
- o hazardous materials
- o violence

Effects
- o injury
- o illness
- o financial loss
- o loss of reputation

Risk controls
- o good housekeeping
- o barriers and enclosures
- o safe lifting techniques and equipment
- o visual checks
- o safe storage of hazardous materials
- o design and layout of workstations
- o machine guards
- o personal protective equipment
- o regular breaks/reporting procedures

Emergencies
- o first aid
- o accidents
- o evacuation procedures

Unit 3: **Principles of numeracy and measurement**
GLH: 4

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. **Understand principles of basic calculations**	1.1 Calculate basic additions, subtractions, multiplications and divisions
	1.2 Calculate fractions
	1.3 Calculate percentages
	1.4 Determine rounding off (decimal points)
	1.5 Determine ratios
2. **Demonstrate numeracy in practice**	2.1 **Weigh** and **measure** ingredients according to specifications
	2.2 Use a **conversion** table
	2.3 Demonstrate **scaling** recipes

Unit Amplification
• **Weigh and measure ingredients** o weight (g, kg) o volume (ml, l, cups, tablespoons, teaspoons) o length (mm, cm, m, km) o temperature (°c) o unit quantity (dozen eggs, half dozen eggs) • **Conversions** o metric o imperial o understanding a conversion table (weight, volume, temperature, length) • **Scaling** o doubling o halving o trebling o using conversion factors

Unit 4: **Preparing, cooking and finishing dough and bread products**
GLH: 80

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. **Understand different types of dough and bread products**	1.1 Describe the **different types of dough** 1.2 Describe the **different types of dough and bread products** 1.3 Identify different types of tools and equipment for dough and bread products 1.4 Identify **common faults** in dough and bread products
2. **Understand the important requirements for preparing, cooking and finishing dough products**	2.1 Describe the **quality points** and **storage procedures** for the raw ingredients used to make different types of dough and bread products 2.2 Outline the **preparation methods** for dough and bread products 2.3 Describe the **cooking methods** and techniques for dough and bread products 2.4 Describe the **finishing methods** for dough and bread products 2.5 Describe the **storage procedures** for finished goods of dough and bread products
3. **Be able to prepare, cook and finish dough and bread products**	3.1 Use the correct, clean and functional **tools and equipment** for dough and bread products 3.2 Use the correct **ingredients** for dough and bread products to reflect the commodity type, quality and quantity required 3.3 Prepare, combine and assemble a minimum range of **dough and bread products** using the appropriate methods and techniques 3.4 **Adapt** dough and bread products to accommodate different dietary requirements or different situations 3.5 Finish dough and bread products
4. **Be able to monitor and control the time and temperature, and quality at all stages**	4.1 Check the control of time and temperature at all stages of preparation, cooking and finishing dough and bread products 4.2 Check the quality at all stages of preparation, cooking and finishing a variety of dough and bread products
5. **Know how to comply with safe**	5.1 Check dough and bread products are prepared,

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
working practices at all stages, in accordance with planning, time management and budgetary requirements with minimal wastage	cooked and finished in accordance with planning, time management and budgetary requirements with minimal wastage and optimized trimmings 5.2 Check personal health, hygiene, professional appearance and professional behaviour are maintained 5.3 Check food safety and quality assurance are maintained 5.4 Check workplace safety principles maintained

Unit Amplification

- **Different types of dough**
  - o unleavened flatbreads
    - – produced with no yeast and are rolled flat
  - o leavened flatbreads
    - – produced with yeast and are rolled flat
  - o un-yeasted dough
    - – produced with no yeast but chemical aeration is used (baking powder or bicarbonate of soda with an acid such as buttermilk or yoghurt)
  - o yeasted lean dough
    - – produced with flour, yeast, salt and water - only small amounts of sugar or fat, if any
  - o enriched dough
    - – produced by the addition of fat or tenderising agents such as sugars or syrups, butter or oil, whole eggs or egg yolks, or milk or cream
  - o sweet dough
    - – similar to enriched dough but with more added sugar
    - – most sweet dough are wet and sticky
  - o laminated dough
    - – produced by rolling and folding the dough
    - – french croissant does not contain egg, whereas the danish usually does.
  - o starter dough
    - – the pre-ferment is called a levain, and is used to make a full-flavoured dough

- **Different types of dough and bread products**
  - o unleavened flatbreads
    - – mexican tortilla
    - – armenian lavash
    - – jewish matzos
    - – indian roti
  - o leavened flatbreads
    - – turkishpide/greek pita
    - – italian pizza and focaccia
    - – frenchpissaladière
    - – indian naan

- o un-yeasted dough
  - − irish soda bread
  - − quick breads
- o yeasted lean dough
  - − basic white, brown and whole wheat bread and rolls
- o enriched dough
  - − soft roll dough
  - − milk dough (pain au lait)
  - − brioche
  - − challah (kitka)
- o enriched sweet dough
  - − buns
    - ▪ chelsea, hot cross, belgian, currant, fruit, swiss, bath
  - − devonshire split buns
  - − doughnuts
  - − rum babas
  - − savarins
- o laminated dough
  - − croissant
  - − danish
- o starter dough (levain)/ sourdough
  - − sourdough
  - − italianbiga (ciabatta)
  - − frenchpoolish (baguette)

- **Common faults**
  - o crust too hard – over-steamed
  - o large holes – not knocked back or kneaded (unless it is deliberate like ciabatta)
  - o crumb tight – insufficient liquid, too much flour, insufficient rising or proofing
  - o dense and flat – yeast inactive, too much liquid, insufficient kneading
  - o recipe imbalance – ingredients not weighed or measured out correctly

- **Storage procedures**
  - o commodities and ingredients stored appropriately in ambient, chilled or frozen storage
  - o temperature control managed and maintained
  - o item covered or wrapped
  - o item dated and labelled
  - o First in First Out "FIFO" stock rotation

- **Preparation and finishing methods**
  - o weighing
  - o mixing
  - o cutting
  - o sifting
  - o folding
  - o kneading
  - o scaling
  - o shaping
  - o rolling
  - o greasing

- o lining
- o rising
- o knocking back/punching down
- o dividing
- o plaiting
- o knotting
- o proofing/final rise
- o finishing (scoring/slashing, glazing, topping, egg/milk/oil wash)
- o cooling
- o resting
- o baking
- o deep frying

- **tools and equipment**
  - o colour-coded utensils and boards
  - o scales and measuring jugs/spoons
  - o food mixer
  - o bowl scraper
  - o dough scraper
  - o clean clothes for proving
  - o bread or loaf tins, brioche, savarin moulds
  - o baking trays
  - o silicon sheets
  - o cooling racks
  - o pastry brush
  - o oven / proofing oven
  - o fridge / freezer

- **Ingredients**
  - o yeast
  - o fat (butter, pastry margarine or oil, whole eggs or egg yolks, milk, cream)
  - o sugar
  - o baking powder, bicarbonate of soda

- **Adapt**
  - o gluten free – rice flour, potato flour, corn flour, buckwheat flour
  - o wheat free – rice flour, potato flour, corn flour, rye flour

Unit 5:   Preparing, cooking and finishing pastry and pastry products
GLH: 80

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. **Understand different types of pastry and pastry products**	1.1 Describe the **different types of pastry and pastry products** 1.2 Identify different types of tools and equipment for pastry and pastry products 1.3 Identify **common faults** in pastry and pastry products
2. **Understand the important requirements for preparing, cooking and finishing pastry and pastry products**	2.1 Describe the **quality points** and **storage procedures** for the raw ingredients used to make different types of pastry and pastry products 2.2 Describe **preparation methods** for preparing pastry and pastry products 2.3 Describe the **cooking methods** and techniques for pastry and pastry products 2.4 Describe the **finishing methods** for pastry and pastry products 2.5 Describe the **storage procedures** for finished goods of pastry and pastry products
3. **Be able to prepare, cook and finish pastry and pastry products**	3.1 Use the correct, clean and functional **tools and equipment** for pastry and pastry products 3.2 Use the correct **ingredients** for pastry and pastry products to reflect the commodity type, correct quality and quantity required 3.3 Prepare, combine and assemble a minimum range of **pastry and pastry products** using the appropriate methods and techniques 3.4 **Adapt** pastry and pastry products to accommodate different dietary requirements or different situations. 3.5 Finish pastry and pastry products.
4. **Be able to monitor and control the time and temperature and quality at all stages**	4.1 Check the control of time and temperature at all stages of preparation, cooking and finishing pastry and pastry products 4.2 Check the quality at all stages of preparation, cooking and finishing a variety of pastry and pastry products
5. **Know how to comply with safe working practices at all stages,**	5.1 Check pastry and pastry products are prepared, cooked and finished in accordance with planning,

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
in accordance with planning, time management and budgetary requirements with minimal wastage	time management and budgetary requirements with minimal wastage and optimized trimmings 5.2 Check personal health, hygiene, professional appearance and professional behavior is maintained 5.3 Check food safety and quality assurance is maintained 5.4 Check workplace safety principles is maintained

Unit Amplification

- **Different types of pastry**
  - short/pâte brisée
    - produced by lightly rubbing the fat into the flour
    - made in the ratio of double the flour to fat by weight
    - used for making pies and tarts
  - sweet/pâte sucrée
    - produced by creaming the fat and sugar
    - used for making pies and tarts
  - sablee/pâte sablée
    - means 'sandy' and is produced by rubbing the fat into the flour with sugar to form breadcrumbs like sand
    - egg yolk is used to enrich
    - used for making pies and tarts
  - choux/pâte choux
    - egg enriched panade that is piped and then cooked by steam.
    - used for making éclairs, profiteroles/choux buns, croquembouche, gateau st.honoré, gougèrs, fritters, beignets, parisian gnocchi and parisbrest
  - laminated puff/pâte feuilletée
    - made by rolling and folding the pastry to form many layers that separate and puff up on baking
    - used for making vol-au-vent, bouchées, fleurons, sausage rolls, pies and pie coverings, jam puffs, cornets, custard slice/napoleons, mille-feuille, gateau pithivier/galette des rois, palmiers, arlettes, beef wellington, pinwheels, cheese-straws, tarte tartin and jalousie
  - stretched phyllo/ strudel
    - produced by stretching the elastic pastry
    - used for making apple strudel, baklava, spanakopita and phyllo baskets
  - suet
    - produced by steaming and contains baking powder (or self-raising flour)
    - a rich mixture made in the ratio of double the flour to suet fat
    - use to make suet puddings in a pudding basin/bowl such as steak and kidney pudding, spotted dick, suet fruit pudding, and rolled up jam roly poly
  - hot water
    - produced from a mixture of flour, lard (rendered fat) and hot water
    - produces a hard and strong pastry suitable for raised pies
    - used to make pork pies

- **Different types of pastry and pastry products**
  - flans
    - open filling in a shallow pastry case
  - tarts/tartlets
    - open filling in a deep pastry case
  - pies, pasties and puddings
    - closed filling in a deep pastry case, folded over with no case, or enclosed in a pudding basin/bowl
  - crumbles
    - a sweet or savoury dish topped with a crumbly mixture of fat (usually butter), flour and sugar, or cheese, breadcrumbs, coconut, rolled oats or crushed nuts.
  - cobblers
    - a fruit or savoury filling is poured into a baking dish and covered with a batter, scone or doughboy dumpling crust before being baked. unlike a pie, a cobbler does not contain a bottom crust, and the top crust is quite loose and rustic.
  - choux pastry products
    - éclairs
    - profiteroles/choux buns
    - croquembouche
    - gateau st.honoré
    - gougers
    - fritters
    - beignets
    - parisian gnocchi
    - paris brest
  - puff pastry products
    - vol-au-vents
    - bouchées
    - fleurons
    - sausage rolls
    - pies and pie coverings
    - jam puffs
    - cornets
    - custard slice/napoleons
    - mille-feuille
    - gateau pithivier/galette des rois
    - palmiers
    - arlettes
    - beef wellington
    - pinwheels
    - cheese-straws
    - tarte tartin
    - jalousie
  - stretched phyllo/ strudel pastry products
    - apple strudel
    - baklava
    - spanakopita
    - phyllo baskets
  - short pastry/pâte brisée and pastry products

- citron/lemon meringue tart
- quiche
- cornish pastry
- bakewell (frangipane) tart
  - o sweet pastry/pâte sucrée and pastry products
    - chocolate tart
  - o sablee pastry/pâte sablée and pastry products
    - pear tarte bourdaloue
  - o suet pastry and pastry products (suet and hot water pastry are very similar apart from cooking method)
    - steak and kidney pudding
    - steamed suet fruit pudding
    - jam roly poly
  - o hot water pastry and pastry products
    - pork pies

- **Common faults**
  - o short pastry
    - hard/tough – overworked, too much liquid, insufficient fat
    - soft/crumbly – 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
  - o 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
  - o 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

- **Storage procedures**
  - o commodities and ingredients stored appropriately in ambient, chilled or frozen storage
  - o temperature control managed and maintained
  - o item covered or wrapped
  - o item dated and labelled
  - o First in first out (FIFO) stock rotation

- **Preparation and finishing methods**
  - o weighing
  - o measuring
  - o 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
- boiling
- baking
- steaming
- frying
- docking
- blind-baking
- lattice cutting
- egg-washing
- milk-washing
- chocolate lining
- toppings
- icing / dusting

- **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**
  - 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)

- **Adapt**
  - gluten free – rice flour, potato flour, corn flour, buckwheat flour
  - wheat free – rice flour, potato flour, corn flour
  - egg free – milk wash
    dairy free – margarine

Unit 6: **Preparing, cooking and finishing biscuits and Cakes**
GLH: 80

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. **Understand different types of biscuits and cakes**	1.1 Describe the **different types of biscuits** 1.2 Describe the **different types of cakes** 1.3 Identify different types of tools and equipment for biscuits and cakes 1.4 Identify **common faults** in biscuits and cakes
2. **Understand the important requirements for preparing, cooking and finishing biscuits and cake**	2.1 Describe the **quality points and storage procedures** for the raw ingredients used to make different types of biscuits and cakes 2.2 Describe **preparation methods** for preparing biscuits and cakes 2.3 Describe the **cooking methods** and techniques for biscuits and cakes 2.4 Describe the **finishing methods** for biscuits and cakes 2.5 Describe the **storage procedures** for finished goods of biscuits and cakes
3 **Be able to prepare, cook and finish biscuits and cakes**	3.1 Use the correct, clean and functional **tools and equipment** for biscuits and cakes 3.2 Use the correct **ingredients** for biscuits and cakes to reflect the commodity type, correct quality and quantity 3.3 Prepare, combine and assemble a minimum range of **biscuits and cakes** using the appropriate methods and techniques 3.4 **Adapt** biscuits and cakes to accommodate different dietary requirements or different situations 3.5 **Finish** biscuits and cakes
4 **Be able to monitor and control the time and temperature and quality at all stages**	4.1 Check the control of time and temperature at all stages of preparation, cooking and finishing biscuits and cakes 4.2 Check the quality at all stages of preparation, cooking and finishing a variety of biscuits and cakes
5 **Know how to comply with safe working practices at all stages, in accordance with planning, time management and**	5.1 Check biscuits and cakes are prepared, cooked and finished in accordance with planning, time management and budgetary requirements with minimal wastage and optimized trimmings

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
budgetary requirements with minimal wastage	5.2 Check personal health, hygiene, professional appearance and professional behavior is maintained 5.3 Check food safety and quality assurance is maintained 5.4 Check workplace safety principles is maintained

Unit Amplification

- **Different types of biscuits**
  - creamed
    - sablés a la poche (butter biscuits)
    - sablésviennois
    - sablés diamantes
    - sablés à la confiture
    - langues de chat
    - chocolate chip cookies
    - chocolate brownies
  - foamed
    - biscuit a la cuillère/boudoir/sponge fingers/savoiardi/savoy/lady fingers
  - mixed
    - tuilles
    - brandy snaps
    - crunchies/flapjacks
    - anzac oat biscuits
    - rusks/beskuit/zwieback
  - rubbed-in
    - shortbread
    - scones

- **Different types of cakes**
  - foamed (egg sponge)
    - génoise
    - joconde
    - opera cake
    - devonshire cream cake
    - angel food cake
    - chiffon
    - swiss roll
  - creamed (butter sponge)
    - pound cake
    - madeira cake
    - victoria sponge
    - american butter sponge
  - beaten and chemically aerated (batter sponge)
    - batter sponge

- muffin mix
- hot milk sponge
- o dense
  - fruit cakes
  - fruit loaves
  - rock cakes
  - tortes
- o flourless
  - flourless chocolate cake
  - flourless almond cake
  - baked polenta cake
  - baked cheesecake
  - fridge cheesecake
  - unbaked chocolate mousse cake

- **Faults**
  - o 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
  - o 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

- **Storage procedures**
  - o commodities and ingredients stored appropriately in ambient, chilled or frozen storage
  - o temperature control managed and maintained
  - o item covered or wrapped
  - o item dated and labelled
  - o First in first out stock rotation

- **Preparation and finishing methods**
  - o weighing
  - o measuring
  - o sifting
  - o mixing
  - o rubbing-in
  - o kneading
  - o foaming
  - o whisking
  - o whipping
  - o stirring
  - o creaming
  - o smoothing
  - o rolling
  - o folding
  - o shaping

- o cutting
- o portioning
- o moulding
- o resting
- o greasing
- o lining
- o filling
- o spreading
- o glazing
- o piping
- o masking
- o enrobing
- o smoothing
- o coating
- o dipping
- o dusting
- o icing
- o garnishe
- o baking
- o boiling

- **Tools and equipment**
  - o colour-coded utensils and boards
  - o scales and measuring jugs/spoons
  - o sieves and bowls
  - o piping bags and nozzles
  - o spoons / whisks
  - o peeler / grater
  - o dough scraper/spatula
  - o food mixer/blender
  - o rolling pin
  - o baking trays
  - o silicon sheets
  - o cooling racks
  - o pastry brush
  - o palette knife
  - o cutters
  - o oven gloves
  - o oven
  - o fridge / freezer

- **Ingredients**
  - o flour
  - o fat (butter, pastry margarine, oil)
  - o sugar, syrups, jams
  - o eggs
  - o baking powder, bicarbonate of soda, yeast
  - o dairy products
  - o fruit (fresh, candied/glacé, jam and dried)
  - o vanilla pod, essences and extracts
  - o flavourings (rose water, coffee, orange flower water)

- chocolate and cocoa
- nuts and seeds
- herbs, spices, salt
- fillings

- **Adapt**
  - gluten free – rice flour, potato flour, corn flour, buckwheat flour
  - wheat free – rice flour, potato flour, corn flour
  - egg free – baking powder
  - dairy free – margarine

Unit 7: **Preparing, cooking and finishing confectionery Sugar and Chocolate Work**

GLH: 80

Learning outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the chemistry of sugar, chocolate and the principles of tempering**	1.1 Identify the different **stages of crystallisation in sugar** when heated 1.2 Identify different **types of chocolate** 1.3 Describe the different **types of crystallisation** in tempering chocolate 1.4 Describe different **methods of melting and tempering** chocolate
2. **Be able to prepare and make decorative sugar work, jams, preserves and candied fruit**	2.1 Make spun sugar decorations 2.2 Make sugar spring decorations 2.3 Make pulled sugar decorations 2.4 Make a variety of jams and preserves 2.5 Make glacé and candied fruit and fruit peel
3. **Be able to prepare and make sugar confectioneries**	3.1 Make fruit pastilles (fruit syrup and gelatine) 3.2 Make Turkish delight (sugar, corn flour and gelatine) 3.3 Make marshmallow (whipped sugar and gelatine) 3.4 Make nougat (sugar and whipped egg white) 3.5 Make fudge (sugar, milk and butter) 3.6 Make caramel (sugar, cream and butter) 3.7 Make butterscotch (sugar, butter and cream) 3.8 Make toffee (sugar and butter) 3.9 Make candy, nut and seed brittles, and praline
4. **Be able to prepare and work with chocolate**	4.1 Pipe chocolate motifs 4.2 Make chocolate dipped items 4.3 Make moulded chocolates 4.4 Make chocolate truffles
5. **Be able to monitor and control of time and temperature and quality at all stages of sugar and chocolate work**	5.1 Check the control of time and temperature at all stages of sugar and chocolate work 5.2 Check the quality at all stages of sugar and chocolate work in accordance with the work instruction

Learning outcomes	Assessment Criteria
The learner will	*The learner can*
6. **Know how to comply with safe working practices at all stages, in accordance with planning, time management and budgetary requirements with minimal wastage**	6.1 Check sugar and chocolate work are prepared, cooked and finished in accordance with planning, time management and budgetary requirements with minimal wastage and optimized trimmings
	6.2 Check personal health, hygiene, professional appearance and professional behaviour is maintained
	6.3 Check food safety and quality assurance is maintained
	6.4 Check workplace safety principles is maintained

Unit Amplification

- **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

- o Medium Caramel
  - – Around 170°C, golden to amber colour change, hard on cooling
  - – Used in caramel glazes
- o Dark Caramel
  - – Around 180°C, dark colour change, hard on cooling, bitter-sweet flavour
  - – Used in dark food colourings

- **Types of chocolate**
  - o 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
  - o Milk
    - – Contains milk solids and only 20% to 35% cocoa mass
  - o White
    - – Contains only cocoa butter and milk solids (no cocoa solids)
  - o Imitation chocolate
    - – Contains no cocoa butter (uses vegetable oils instead)
  - o 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 crystallisation**
  - o Alpha
  - o Gamma
  - o Beta
  - o Beta Prime
  - o Beta IV
  - o Beta V (most desired)

- **Methods of melting**
  - o In the microwave
  - o In a slow oven at 110°C
  - o In a double boiler on a hob

- **Methods of tempering**
  - o Traditional Method
    - – Softening/Melting to 45°C
    - – Cooling down to 26°C to 28°C - by seeding, water-bathing or tabliering
    - – Reheating to 29°C to 33°C (depending on type of couverture)
  - o Direct Tempering Methods
    - – Oven
    - – Microwave

Unit 8:   **Preparing, cooking and finishing hot, cold and frozen desserts**
GLH: 80

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. **Understand different types of hot and cold desserts**	1.1 Describe the **different types of hot desserts** 1.2 Describe the **different types of cold desserts** 1.3 Identify different types of tools and equipment for hot and cold desserts
2. **Understand the important requirements for preparing, cooking and finishing hot and cold desserts**	2.1 Describe the **quality points and storage procedures** for the raw ingredients used to make different types of hot and cold desserts 2.2 Describe **preparation methods** for preparing hot and cold desserts 2.3 Describe the cooking methods and techniques for hot and cold desserts 2.4 Describe the finishing methods for hot and cold desserts 2.5 Describe the **storage procedures** for finished goods of hot and cold desserts
3. **Be able to prepare, cook and finish hot and cold desserts**	3.1 Use the correct, clean and functional **tools and equipment** for hot and cold desserts 3.2 Use the correct **ingredients** for hot and cold desserts to reflect the commodity type, correct quality and quantity required 3.3 Prepare, combine and assemble a minimum range of **hot and cold desserts** using the appropriate methods and techniques 3.4 **Adapt** hot and cold desserts to accommodate different dietary requirements or different situations 3.5 **Finish** hot and cold desserts
4. **Be able to monitor and control the time and temperature, as well as quality at all stages**	4.1 Check the control of time and temperature at all stages of preparation, cooking and finishing hot and cold desserts 4.2 Check the quality at all stages of preparation, cooking and finishing a variety of hot and cold desserts
5. **Know how to comply with safe working practices at all stages, in accordance with planning,**	6.1 Check hot and cold desserts are prepared, cooked and finished in accordance with planning, time management and budgetary requirements with

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
time management and budgetary requirements with minimal wastage	minimal wastage
	6.2 Check personal health, hygiene, professional appearance and professional behaviour is maintained
	6.3 Check food safety and quality assurance is maintained
	6.4 Check workplace safety principles is maintained

Unit Amplification

- **Different types of hot desserts**
  - hot sponge and suet-based baked and steamed desserts
    - malva pudding
    - cape brandy pudding
    - tipsy tart
    - sticky toffee pudding
    - treacle pudding
    - hot chocolate fondant
    - self-saucing puddings
    - eve's pudding
    - apple charlotte
    - steamed puddings
    - christmas pudding
    - spotted dick
    - jam roly poly
  - hot fruit-based desserts
    - stewed fruit
    - baked fruit
    - poached fruit
    - flambéed fruit
    - gratinated fruit
  - hot batter-based desserts
    - fruit cobblers
    - clafoutis
    - fruit fritters
    - pancakes/crêpes
  - hot egg custard-based desserts
    - hot egg custard
    - bread and butter pudding
    - queen of puddings
    - cabinet/chancellors pudding
  - hot pastry-based desserts
    - crumbles
    - tarte tartin
    - strudels
    - fruit pies and tarts (dutch apple pie)

- o hot milk puddings
  - – rice pudding
  - – sago pudding
  - – soji (semolina) pudding
- o hot soufflés
  - – moulded soufflés
  - – unmoulded pudding soufflés

- **Different types of cold desserts**
  - o mousses and cold soufflés
  - o gelatine-set desserts
    - – panna cotta
    - – crème bavarois
    - – charlottes
    - – blancmange
    - – jellies
    - – fridge cheesecake
  - o fruit-based desserts
    - – fresh platter
    - – salad
    - – trifle
    - – eton mess
    - – melbas
    - – sundaes
    - – banana splits
    - – belle helene
  - o egg custard-based desserts
    - – crème anglaise (egg custard)
    - – crème renversée (baked egg custard)
    - – crème caramel/crème renversée au caramel (baked custard with soft caramel topping)
    - – leche flan (spanish flan)
    - – pudim flan (portuguese flan)/pudim de leite (brazil)
    - – crème brûlée (baked custard with hard caramel topping)
    - – custard tarts and tartlets
    - – flan parisian (french custard tart)
    - – pasteis de nata
    - – diplomat pudding
    - – petit pot de crème
  - o pastry-based desserts
    - – baklava
    - – milk tart
    - – pecan nut pie
    - – banoffee pie
    - – linzer torte
    - – tarte flan normand (norman tart)
    - – lemon meringue pie
  - o meringue-based desserts
    - – meringue – french (cold meringue), italian (warm tempered meringue), swiss (boiled meringue), japanese (almond meringue)

- macaron, oeufs a la neige (snow eggs), îleflottante (floating island), baked alaska, meringue shells/nests, pavlova, eton mess, lemon meringue pie, vacherin
  - o frozen desserts
    - ice-cream (frozen churned cooked custard),
    - gelato,
    - parfait (frozen un-churned un-cooked custard with whipped cream),
    - soft serve (frozen churned un-cooked custard with added whipped air)
    - semi-freddo (frozen cream)
    - frozen mousse (frozen whipped cream and/or meringue)
    - sorbet (frozen churned mix of sugar syrup and fruit purée with egg whites or glucose),
    - sherbet (a sorbet that contains dairy)
    - spoom (a frothy sorbet)
    - granita (semi-frozen crushed ice mix of fruit purée and sugar syrup)
    - cassata
    - kulfi
    - frozen yoghurt
    - ice-cream bombes
    - baked alaska
    - coupes
    - american sundaes
    - american parfaits
  - o rice-based desserts
    - empress rice (riz á l'impératrice)
    - rice condés
    - pineapple creole
  - o cheese-based desserts
    - cheese plate/board
    - baked cheesecake
    - tiramisu

- **Storage procedures**
  - 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 stock rotation

- **Preparation and finishing 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
  - icing
  - dusting
  - glazing
  - piping
  - smoothing
  - coating
  - garnishing
  - dipping
  - dessert sauces
  - cooling
  - boiling
  - baking
  - steaming
  - frying
  - freezing

- **Tools and equipment**
  - colour-coded utensils and boards
  - scales and measuring jugs/spoons
  - sieves and bowls

- o spoons
- o whisks
- o peeler
- o grater
- o dough scraper/spatula
- o food mixer/blender
- o rolling pin
- o baking trays
- o silicon sheets
- o cooling racks
- o pastry brush
- o piping bags and nozzles
- o palette knife
- o cutters
- o oven gloves
- o oven
- o fridge
- o freezer

- **Ingredients**
  - o fat (cream, milk, butter, pastry margarine, oil, suet, cream cheese, cheese)
  - o sugar, isomalt
  - o eggs
  - o flour
  - o baking powder, bicarbonate of soda
  - o gelatine
  - o fruit (fresh, candied/glacé, jam and dried)
  - o vanilla pod, essences and extracts
  - o flavourings (rose water, coffee, orange flower water)
  - o chocolate and cocoa
  - o nuts and seeds
  - o herbs and spices

- **Adapt**
  - o sugar free – isomalt and sugar-free replacement sweeteners or cheese alternatives
  - o fat free – fruit, meringue and gelatine-set fat-free alternatives
  - o egg free – cheese, fruit, pastry or gelatine-set egg-free alternatives
  - o dairy free – fruit, meringue or pastry dairy-free alternatives

Unit 9:   Preparing, cooking and finishing Petit Fours and Miniatures
GLH: 40

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. Understand different types of Petit Fours	1.1 Define the term **Petit Fours** 1.2 Describe the **different types of Petit Fours** 1.3 Identify different types of tools and equipment for Petit Fours 1.4 Identify **common faults** in Petit Fours
2. Understand the important requirements for preparing, cooking and finishing different types of Petit Fours	2.1 Describe the **quality points and storage procedures** for the raw ingredients used to make different types of Petit Fours 2.2 Describe **preparation methods** for preparing Petit Fours 2.3 Describe the **cooking methods** and techniques for Petit Fours 2.4 Describe the **finishing methods** for Petit Fours 2.5 Describe the **storage procedures** for finished goods of Petit Fours
3. Be able to prepare, cook and finish Petit Fours	3.1 Use the correct, clean and functional **tools and equipment** for Petit Fours 3.2 Use the correct **ingredients** for Petit Fours to reflect the commodity type, correct quality and quantity required 3.3 Prepare, combine and assemble **Petit Fours** using the appropriate methods and techniques 3.4 **Adapt** Petit Fours to accommodate different dietary requirements or different situations 3.5 **Finish** Petit Fours in accordance with the work instruction
4. Be able to monitor and control the time and temperature, as well as quality at all stages	4.1 Check the control of time and temperature at all stages of preparation, cooking and finishing Petit Fours 4.2 Check the quality at all stages of preparation, cooking and finishing a variety of biscuits and cakes
5. Know how to comply with safe working practices at all stages, in accordance with planning, time management and budgetary requirements with minimal wastage	5.1 Check Petit Fours are prepared, cooked and finished in accordance with planning, time management and budgetary requirements with minimal wastage 5.2 Check personal health, hygiene, professional

	appearance and professional behavior is maintained
	5.3 Check food safety and quality assurance is maintained
	5.4 Check workplace safety principles is maintained

Unit Amplification

- **Petit Fours**
  - o petit fours are also known as miniatures, mignardises, friandises or fancies
  - o "petit" means small and a "four" means an oven in french
  - o mignardises means "cuteness/preciousness" and friandises means "dainty/delicacy" in french
  - o traditionally they refer to small baked items that come from the oven served at the end of a meal with coffee, but generally refer to any miniature bite-sized sweet treat served for an afternoon tea or after dinner

- **Different types of Petit Fours**
  - o glacés (iced/glazed) - also called petit four frais (fresh)
    - − génoise sponge items filled and topped/iced with jams, jellies or fondant
    - − tartlets / barquettes, with addition of fondant
    - − caramelised or dipped fruits
    - − japonaise, with the addition of fondant, jam or caramel
    - − miniature rum babas
    - − miniature éclairs/choux paste items with the addition of caramel, fondant or chocolate
    - − any sec item with the addition of caramel, ganache, fondant, chocolate or cream
  - o sec (dry)
    - − small cookies (biscuits)
    - − florentines
    - − friands
    - − financiers
    - − macaroons (coconut kisses)
    - − macarons
    - − madeleines
    - − meringues
    - − palmiers
    - − tuiles
    - − puff pastry products
    - − sweet pastry products
  - o varié (assorted confectionery)
    - − chocolate: truffles, liqueurs, nuts
    - − marzipan: déguisés, fruits, figurines
    - − sugar: sugar-dipped fruit confits, pastilles, turkish delight, marshmallow, nougat, fudges, butterscotches, toffees

- **Faults**
  - o petit fours should be consumed in one or two mouthfuls
  - o petit fours should be no bigger than 5cm

- o the important factor with petit fours is appearance and attention to detail
- o all petit fours should be precise in cut, delicate and appetising

- **Storage procedures**
  - o commodities and ingredients stored appropriately in ambient, chilled or frozen storage
  - o temperature control managed and maintained
  - o item covered or wrapped
  - o item dated and labelled
  - o First in first out (FIFO) stock rotation

- **Preparation and finishing methods**
  - o weighing
  - o measuring
  - o sifting
  - o mixing
  - o stirring
  - o rubbing-in
  - o foaming
  - o whisking
  - o whipping
  - o creaming
  - o rolling
  - o folding
  - o shaping
  - o cutting
  - o portioning
  - o greasing
  - o lining
  - o filling
  - o spreading
  - o glazing
  - o icing
  - o dusting
  - o garnishing
  - o piping
  - o smoothing
  - o cooling
  - o coating
  - o dipping
  - o boiling
  - o baking
  - o frying

- **Tools and equipment**
  - o colour-coded utensils and boards
  - o scales and measuring jugs/spoons
  - o sieves and bowls
  - o whisks
  - o rolling pin
  - o spoons
  - o food mixer

- bowl scraper
- cake tins, tartlet cases, muffin trays, madeleine trays, friend moulds, financier moulds
- piping bags and nozzles
- baking trays
- silicon sheets
- cooling racks
- pastry brush
- palette knife
- peeler
- grater
- cookie cutters
- oven
- oven gloves
- fridge

- **Ingredients**
  - flour
  - fat (butter, pastry margarine, oil)
  - sugar
  - eggs
  - baking powder, bicarbonate of soda
  - milk, cream
  - 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, spices, salt

- **Adapt**
  - gluten free – rice flour, potato flour, corn flour, buckwheat flour
  - wheat free – rice flour, potato flour, corn flour
  - egg free – baking powder
  - dairy free – margarine

Appendix 2: Sample assessment material

Sample questions Unit 1:

1. When is it **safest** to prepare and cook a chicken that will be served hot for lunch?
   a. The day before, then reheated for the lunch service
   b. Immediately before the lunch service
   c. Early in the morning, then held hot above 63°C until the lunch service
   d. Early in the morning, then cooled rapidly before reheating for the lunch service

2. The law requires caterers to:
   a. wash their hands with soap and hot water every 30 minutes
   b. report infected wounds and skin infections to their supervisor
   c. wear blue latex gloves when handling cooked food
   d. dry their hands thoroughly using a hand dryer

3. It is **most** important for food handlers to wash their hands after:
   a. slicing cooked beef for sandwiches
   b. grating cheese for a pizza prior to cooking
   c. preparing raw chicken for cooking
   d. drying plates with a tea towel

Sample questions Unit 2:

1. When using a ladder you notice a defect. What should you do?
   a. Report the defect when an enforcement officer visits the site
   b. Repair the defect
   c. Report the defect immediately
   d. Finish the job before reporting the defect

2. Using low voltage tools in the workplace will help to reduce the likelihood of:
   a. vibration white finger
   b. crush injuries
   c. electrocution
   d. hearing loss

3. Which of the following is most likely to cause work related ill health?
   a. Dermatitis
   b. Respiratory disease
   c. Musculoskeletal disorders
   d. Cancer

NOTE: Assessment instructions for the portfolio based units is detailed in the Assessment Pack.