

SPECIFICATION

IAO Level 3 Diploma in Professional Patisserie
Qualification number: 601/5397/0



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN)	601/5397/0
Qualification review date	31st December 2021
Guided Learning Hours (GLH)	Minimum 504 hours
Total Qualification Time (TQT)	620 hours
RQF level	3
Qualification credit value	62 credits
Minimum credits at/above level	59 credits
Assessment requirements	Portfolio of Evidence This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	The aim of the qualification is to provide intensive, practical cookery training designed to train a novice cook and allow them to master the fundamental techniques, skills and theory required. The qualification will focus on the practical elements of patisserie and will provide learners with the skills and techniques needed to produce a range of patisserie items.
Entry guidance	There are no formal entry requirements for this qualification. This qualification is suitable for those who work within the hospitality and catering sector. It provides learners with an opportunity to demonstrate their skills, techniques and knowledge in a wide range of job roles such as a pastry chef.
Progression opportunities	Learners who achieve this qualification could progress into further learning and qualifications such as the Level 4 Diploma In Professional Culinary Arts or to work in Patisserie or develop a career as a pastry chef.
Funding	For details on eligibility for government funding please refer to the following websites: http://www.education.gov.uk/section96 https://www.gov.uk/government/organisations/education-and-skills-funding-agency

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1 credit represents 10 notional learning hours**

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Hospitality, Leisure, Travel and Tourism Sector Assessment Strategy for competence based units of assessment and qualifications (in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQs)

1. Introduction

The sector assessment strategy applies to all competence based units and qualifications that sit within the industries represented by People 1st. Competence based units and qualifications are those that are accredited to the Qualifications and Credit Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy comes into force on the 1st August 2009 and will apply to any new competence based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and re-accredited. See www.people1st.co.uk for a list of all competence based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- external quality control
- assessment principles
- occupational expertise of assessors and verifiers
- continuous professional development

The purpose of the sector assessment strategy is for People 1st and awarding organisations/bodies to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence based units and qualifications and maintain standardisation across assessment practice
- assure employers and candidates that the sector's competence based units and qualification are consistently assessed to the national occupational standards, and
- promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations/bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience are awarding organisations/bodies that offer competence based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation/body.

The strategy should be used alongside the assessment and quality assurance guidance published by the regulatory authorities. Further information about competence based units

and qualifications can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

2. External Quality Control

2.1 Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations/bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations/bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation/body
- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's/body's data will be published
- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements
- highlight specific issues relating to the assessment of the sector's competence based units and qualifications that require immediate attention, as and when they arise
- contribute to the awarding organisations'/bodies' forums to review and discuss matters relating to the assessment of the sector's competence based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews
- resolve issues relating to the assessment and verification of the sector's competence based units and qualifications with the action(s), and in the timeframe, agreed

3. Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation/body, (see section 3.4).
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment / induction period.

Please note: External tests do not form part of People 1st's assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).

3.1 Witness Testimony

People 1st recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidates' performance.

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the candidate's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's/body's minimum observations requirements must be met.

Expert witnesses may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's/body's requirements.

3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a candidate's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

3.3 Simulation

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

See Annex A for competence based units which permit the use of simulation.

Awarding organisations/bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on candidates are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- candidates should carry out the simulation in a professional manner
- the candidate should be given no indication as to what the simulation will present

3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at Annex B.

4. Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in Annex C. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Annex D.

4.1 Using employers' in-house training programmes to assess competence based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)

- a) People 1st recognises that employers within the Sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards and has this approved by their awarding organisation/body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in Annex C.
- b) It should also be noted that People 1st encourages employers and awarding organisations/bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:

* relevant Units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding organisation/body evidence requirement, then awarding organisations/bodies should recognise this training for the purposes of achievement of the specified qualification or Unit.

5. Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Annex E.

Annex A

Competence based units in Hospitality, Leisure, Travel and Tourism that permits simulation

Unit Number	Unit Title	Competence based qualifications that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 & 2 NVQ/SVQ Hospitality and Catering
HSL4	Maintain the health, hygiene, safety and security of the working environment	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
GS3009	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 NVQ Gambling Operations
<p>People 1st have a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in Annex B (page 9) of this Assessment Strategy. This would only apply to these Units when delivered as part of the L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.</p>		
ICS Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 42	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

People 1st does not permit the use of simulation, other than as listed below:

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy.

The following two units are the only accepted Realistic Working Environments, and no other Realistic Working Environments will be accepted.

TT09	Assist with travel and tourism problems and emergencies	Level 2 NVQ/SVQ in Travel Services and Level 2 NVQ/SVQ in Tourism Services
TT37	Deal with travel and tourism problems and emergencies	Level 3 NVQ/SVQ in Travel Services and Level 3 NVQ/SVQ in Tourism Services

Annex B

Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's/body's criteria for this purpose. E.V.s are expected to ensure RWEs meet the criteria set out below on at least one visit.

Hospitality		
1	The work situation being represented is relevant to the competence based units and qualifications being assessed	<ul style="list-style-type: none"> The type of work situation being represented mirrors the relevant setting e.g. quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations. Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered. Industry trends are considered in the product and service offer.
2	The candidate's work activities reflect those found in the situation being represented	<ul style="list-style-type: none"> Candidates operate in a professional capacity with corresponding job schedules and/or descriptions. Candidates are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner to as a real work situation	<ul style="list-style-type: none"> Customers are not prompted to behave in a particular manner. Customer feedback is maintained and acted upon.

4	<p>The RWE is underpinned by commercial principles and responsibilities.</p>	<ul style="list-style-type: none"> • Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage. • Legislative regulations are adhered to e.g. food safety, health and safety, equal opportunities, trade description. • Consumer information is provided on products and services e.g. allergy advice on food products.
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Annex B (Continued)

Gambling		
1	The work situation being represented is relevant to the competence based units and qualifications being assessed	<ul style="list-style-type: none"> The type of work situation being represented mirrors the relevant setting e.g. betting shop, bingo hall, and casino. Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered. Industry trends are considered in the work situation represented.
2	The candidate's work activities reflect those found in the situation being represented	<ul style="list-style-type: none"> Candidates operate in a professional capacity with corresponding job schedules and/or descriptions. Candidates are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner to as a real work situation	<ul style="list-style-type: none"> Customers are not prompted to behave in a particular manner. Customer feedback is maintained and acted upon.
4	The RWE is underpinned by commercial principles and responsibilities.	<ul style="list-style-type: none"> Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage. Legislative regulations are adhered to e.g. health and safety, equal opportunities, trade description.

Annex C

Occupational Expertise of Assessors and Verifiers

The requirements set out below relates to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

= mandatory

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:			
D35 or V2			<input checked="" type="checkbox"/>
D34 or V1 - In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		<input checked="" type="checkbox"/>	
D32/D33 or A1/A2 - In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	<input checked="" type="checkbox"/>		



Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adhere to the awarding organisation's/body's assessment requirements and practice standardised assessment principles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Annex D).	<input checked="" type="checkbox"/>	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Annex D

Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People 1st is **not** stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

☑ = mandatory

Qualification / Training	Competence based unit / qualification	A	IV	EV
Health and Safety	All sector units and qualifications	☑	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	☑	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	☑		
	Professional Cookery Food and Drink Service	☑		
	Hospitality Supervision and Leadership (<i>with food and drink units</i>)	☑		
Licensing	Food and Drink Service	☑	Good Practice	
	Hospitality Supervision (<i>with food and drink units</i>)			

Annex E

Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	<ul style="list-style-type: none"> • Internal and external work placements • Work experience and shadowing (e.g. within associated departments) • External visits to other organisations • Updated and new training and qualifications (www.uksp.co.uk) • Training sessions to update skills • Visits to educational establishments • Trade fairs
Keeping up to date with sector developments and new legislation	<ul style="list-style-type: none"> • Relevant sector websites • Membership of professional bodies • Papers and documents on legislative change • Networking events • Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events) • Staff development days
Standardising and best practice in assessment	<ul style="list-style-type: none"> • Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding organisation/body meetings/seminars

Downloadable guidance on CPD can be found at www.ifl.ac.uk.

Qualification structure

Learners must complete all the mandatory units to achieve 62 credits in order to achieve the Level 3 Diploma in Professional Patisserie (RQF).

The total Guided Learning Hours (GLH) for this qualification is 504 hours.

The Total Qualification Time (TQT) for this qualification is 620 hours.

Unit Structures

All units are listed below

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
A/601/6565	Produce petits fours	3	6	56
D/601/5666	Prepare, cook and finish complex bread and dough products	3	4	27
D/601/5702	Produce sauces, fillings and coatings for complex desserts	3	4	33
J/601/5676	Prepare, process and finish marzipan, pastillage and sugar products	3	5	42
J/601/6567	Produce hot, cold and frozen desserts	3	6	50
K/502/0388	The Principles of Food Safety Supervision for Catering	3	3	25
K/502/4117	Contribute to the development of recipes and menus	4	4	22
K/601/6562	Produce paste products	3	4	38
L/601/6568	Produce fermented dough and batter products	3	4	37
M/601/5672	Prepare, cook and finish complex pastry products	3	3	29
R/601/6569	Produce biscuits, cakes and sponges	3	6	49
R/601/6572	Produce display pieces and decorative items	3	5	39
T/601/5673	Prepare, process and finish complex chocolate products	3	5	42
M/506/9141	Professional patisserie skills	2	3	15

A/601/6565 Produce petits fours

Unit summary

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish petits fours for service.

Description of evidence or activity

A/601/6565 Produce petits fours

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Produce petits fours				
Assessment criteria				
1.1	Perform operations in line with current professional practices			
1.2	Produce petits fours, including glacé, sec and confiserie variée, to recipe specifications <ul style="list-style-type: none"> • Using traditional, classical and modern skills and techniques • Using culinary science • Using contemporary styles 			
1.3	Carry out quality checks during production of petits fours			
1.4	Identify potential faults for a range of petits fours			
1.5	Correct products that do not meet quality requirements			
1.6	Explain techniques for the production of petits fours, including <ul style="list-style-type: none"> • Importance of consistency • Traditional, classical and modern skills and techniques • Culinary science • Contemporary styles 			
1.7	List appropriate flavour combinations			
1.8	Explain considerations when balancing ingredients in recipes for petits fours			
1.9	Explain the effect of preparation and cooking methods on the end product			
1.10	Describe how to control time, temperature and environment to achieve desired outcome when producing petits fours			

Learning outcome 2: Finish petits fours				
Assessment criteria				
2.1	Finish petits fours <ul style="list-style-type: none"> Using traditional, classical and modern skills and techniques Using culinary science Using contemporary styles 			
2.2	Check the finished product meets dish requirements			
2.3	Present products to meet styles of service			
2.4	Store petits fours correctly			
2.5	Identify relevant fillings, glazes, creams and icings for petits fours			
2.6	Identify ingredients in petits fours that may cause allergic reactions			
2.7	Calculate food costs for producing petits fours			
2.8	Explain how food costs and other factors affect profit when producing petits fours			

Supplementary evidence for A/601/6565

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off A/601/6565 Produce petits fours	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

D/601/5666 Prepare, cook and finish complex bread and dough products

Unit summary

The aim of this unit is to learn about preparing, cooking and finishing complex bread and dough products

Evidence requirements

D/601/5666	Prepare, cook and finish complex bread and dough products
Learning outcome 1	Be able to prepare bread and dough products
<p>The assessor <u>must</u> assess assessment criteria 1.1, 1.2, 1.3 and 1.4 by directly observing the candidate's work.</p> <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • all from bread and dough <ul style="list-style-type: none"> ○ enriched dough ○ laminated dough ○ bread dough • at least nine from preparation and cooking methods <ul style="list-style-type: none"> ○ shaping ○ laminating ○ folding ○ baking ○ frying ○ weighing/measuring ○ sieving ○ mixing/kneading ○ proving ○ knocking back 	

D/601/5666	Prepare, cook and finish complex bread and dough products
Learning outcome 3	Be able to cook bread and dough products
The assessor <u>must</u> assess assessment criteria 3.1 and 3.2 by directly observing the candidate's work.	

D/601/5666	Prepare, cook and finish complex bread and dough products
Learning outcome 5	Understand how to finish bread and dough products
<p>The assessor <u>must</u> assess assessment criteria 5.1 by directly observing the candidate's work.</p> <p>For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.</p>	

Description of evidence or activity

D/601/5666 Prepare, cook and finish complex bread and dough products

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Be able to prepare bread and dough products				
Assessment criteria				
1.1	Select the type and quantity of ingredients needed for the product			
1.2	Check the ingredients to make sure they meet quality standards			
1.3	Select the appropriate tools and equipment and use correctly			
1.4	Prepare the ingredients to meet dish requirements			

Learning outcome 2: Understand how to prepare bread and dough product				
Assessment criteria				
2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements			
2.2	Describe what to do if there is a problem with the ingredients			
2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
2.4	Describe how to carry out different preparation methods according to product requirements			
2.5	Describe the quality points relating to prepared fermented dough products			
2.6	Explain how to control portion and minimise waste			
2.7	State the effects of different temperatures and humidity on the ingredients used			
2.8	Explain the processing methods appropriate to each type of fermented dough products			

Learning outcome 3: Be able to cook bread and dough products				
Assessment criteria				
3.1	Cook the ingredients to meet requirements			
3.2	Identify how to carry out different cooking methods according to product requirements			



Learning outcome 4: Be able to finish bread and dough products				
Assessment criteria				
4.1	Make sure the bread and dough product has the correct colour, texture and finish			
4.2	Present the bread and dough product to meet requirements			
4.3	Make sure the bread and dough product is at correct temperature for holding and serving			
4.4	Safely store any cooked bread and dough product not for immediate use			

Learning outcome 5: Understand how to finish bread and dough products				
Assessment criteria				
5.1	Describe the ideal storage and holding conditions for processed dough products			
5.2	Explain what precautions should be taken when storing dough products			
5.3	Explain how to minimise and correct common faults in complex bread and dough products			
5.4	Describe the quality points relating to finished dough products			

Supplementary evidence for D/601/5666

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off D/601/5666 Prepare, cook and finish complex bread and dough products	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

D/601/5702 Produce sauces, fillings and coatings for complex desserts

Unit summary

This unit is about producing sauces, fillings and coatings.

Evidence requirements

D/601/5702	Produce sauces, fillings and coating for complex desserts
Learning outcome 1	Be able to produce sauces, fillings and coatings for complex desserts
<p>The assessor <u>must</u> assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, & 1.7 by directly observing the candidate's work.</p> <p>For assessment criterion 1.8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess assessment criterion 1.9 through questioning or witness testimony if no naturally occurring evidence is available.</p> <p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least eight from sauces, fillings and coatings <ul style="list-style-type: none"> ○ crème anglaise ○ sabayon ○ fruit coulis ○ ganache ○ crème chantilly ○ preserves ○ fruit flazes ○ crème patisserie ○ syrops ○ butter cream ○ royal icing ○ jams ○ sugar glazes • at least four from preparation methods <ul style="list-style-type: none"> ○ mixing ○ whisking ○ boiling ○ separating ○ creaming • at least five from processing methods <ul style="list-style-type: none"> ○ reducing ○ liquidising ○ blending ○ addition of colouring ○ emulsifying ○ addition of flavouring <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>	



Description of evidence or activity

D/601/5702 Produce sauces, fillings and coatings for complex desserts

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Be able to produce sauces, fillings and coatings for complex desserts				
Assessment criteria				
1.1	Select the type and quantity of ingredients needed for the sauces, fillings and coatings			
1.2	Check the ingredients to make sure they meet quality standards			
1.3	Select the appropriate tools and equipment and use correctly			
1.4	Prepare the ingredients to meet dish requirements			
1.5	Process ingredients to meet dish requirements			
1.6	Make sure the sauce, filling and coating has the correct colour, texture and finish			
1.7	Finish and present the sauce, filling and coating to meet requirements			
1.8	Make sure the sauce, filling and coating is at the correct temperature for holding and serving			
1.9	Safely store any sauce, filling and coating not for immediate use			

Learning outcome 2: Understand how to produce sauces, fillings and coatings for complex desserts				
Assessment criteria				
2.1	Describe what quality points to look for relating to finished sauces, fillings and coatings			
2.2	Describe the correct tools and equipment and the reasons for using them when producing sauces, fillings and coatings for hot desserts			
2.3	Describe the consistency required for finished sauces, fillings and coatings			
2.4	Describe how to adjust flavours and minimise common faults			
2.5	State the effects of different temperatures and humidity on ingredients used			
2.6	Explain the uses of various sauces, fillings and coatings			
2.7	Describe the types of problems that may occur with sauces, fillings and coatings and how to deal with these correctly			
2.8	State healthy eating options when producing sauces, fillings and coatings			

Supplementary evidence for D/601/5702

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off D/601/5702 Produce sauces, fillings and coatings for complex desserts	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

J/601/5676 Prepare, Process and Finish Marzipan, Pastillage and Sugar Products

Unit summary

This unit is about preparing, processing and finishing marzipan, pastillage and sugar products, for example: cake decoration, wedding cakes, nougatine/croquante, sugar base, Italian meringue, fudge. The unit covers a broad range of preparation, processing and finishing techniques.

Evidence Requirements

J/601/5676	Prepare, process and finish marzipan, pastillage and sugar products
<p>The assessor <u>must</u> assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1 & 5.2 by directly observing the candidate's work.</p>	
<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least seven from pastillage and sugar <ul style="list-style-type: none"> ○ dipped fruit ○ Italian meringue ○ fudge ○ poured sugar ○ rock sugar ○ sugar paste/cover paste ○ marzipan ○ pastillage ○ royal icing ○ spun sugar • at least nine from preparation and processing methods <ul style="list-style-type: none"> ○ pipng ○ pulling ○ manipulating ○ blending (colour and flavour) ○ cutting ○ spreading ○ spinning ○ boiling ○ dipping ○ moulding ○ pouring ○ rolling ○ mixing ○ drying <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>	

Description of evidence or activity

J/601/5676 Prepare, Process and Finish Marzipan, Pastillage and Sugar Products

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Be able to prepare marzipan, pastillage and sugar products				
Assessment criteria				
1.1	Select the type and quantity of ingredients needed for the product			
1.2	Check the ingredients to make sure they meet quality standards			
1.3	Select the appropriate tools and equipment and use correctly			
1.4	Prepare the ingredients to meet dish requirements			

What you must cover									
C1	Pastillage and sugar				C2	Preparation and processing methods			
	a	Sugar paste/ cover paste				a	Boiling		
	b	Marzipan				b	Dipping		
	c	Pastillage				c	Moulding		
	d	Royal icing				d	Pouring		
	e	Spun sugar				e	Rolling		
	f	Dipped fruit				f	Mixing		
	g	Italian meringue				g	Drying		
	h	Fudge				h	Piping		
	i	Poured sugar				i	Pulling		
	j	Rock sugar				j	Manipulating		
				k	Blending (colour and flavour)				
				l	Cutting				
				m	Spreading				
				n	Spinning				



Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

Learning outcome 2: Understand how to prepare marzipan, pastillage and sugar products				
Assessment criteria				
2.1	Explain how to select the correct type, quality and quantity of ingredients to meet product requirements			
2.2	Describe what to do if there is a problem with the ingredients			
2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			

Learning outcome 3: Be able to process marzipan, pastillage and sugar products				
Assessment criteria				
3.1	Process ingredients to meet dish requirements			
3.2	Make sure the marzipan, pastillage and sugar products have the correct flavour, colour, texture and quantity			

Learning outcome 4: Understand how to process marzipan, pastillage and sugar products				
Assessment criteria				
4.1	Explain how to carry out different processing methods according to product requirements			
4.2	State correct times and temperatures for cooking			
4.3	Explain how to identify when marzipan, pastillage and sugar products have the correct colour, flavour, texture and quantity			
4.4	Describe what common faults can occur with marzipan, pastillage and sugar products			
4.5	State healthy eating options when preparing, processing and finishing marzipan, pastillage and sugar products			

Learning outcome 5: Be able to finish marzipan, pastillage and sugar products				
Assessment criteria				
5.1	Decorate and present the marzipan, pastillage and sugar products to meet requirements			
5.2	Safely store any processed marzipan, pastillage and sugar products not for immediate use			

Learning outcome 6: Understand how to finish marzipan, pastillage and sugar products				
Assessment criteria				
6.1	Explain the common faults that can occur with sugar and pastillage products			
6.2	Explain how to correct the product to achieve requirements			
6.3	Describe items can be used to decorate the products			
6.4	Describe the current trends in relation to pastillage and sugar products			
6.5	Describe how to store pastillage and sugar products			

Supplementary evidence for J/601/5676

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off J/601/5676 Prepare, Process and Finish Marzipan, Pastillage and Sugar Products	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

J/601/6567 Produce hot, cold and frozen desserts

Unit summary

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish hot, cold and frozen desserts for service.

Description of evidence or activity

J/601/6567 Produce hot, cold and frozen desserts

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Produce hot, cold and frozen desserts				
Assessment criteria				
1.1	Perform operations in line with current professional practices			
1.2	Produce hot, cold and frozen desserts to recipe specifications: <ul style="list-style-type: none"> • Using traditional, classical and modern skills and techniques • Using culinary science • Using contemporary styles 			
1.3	Carry out quality checks during production of hot, cold and frozen desserts			
1.4	Identify potential faults for a range of hot, cold and frozen desserts			
1.5	Correct dishes that do not meet quality requirements			
1.6	Explain techniques for the production of hot, cold and frozen desserts, including: <ul style="list-style-type: none"> • Traditional, classical and modern skills and techniques • Culinary science • Contemporary styles 			
1.7	List appropriate flavour combinations			
1.8	Explain considerations when balancing ingredients in recipes for hot, cold and frozen			
1.9	Explain the effect of preparation and cooking methods on the end product			
1.10	Describe how to control time, temperature and environment to achieve desired outcomes when producing hot, cold and frozen desserts			



Learning outcome 2: Finish hot, cold and frozen desserts				
Assessment criteria				
2.1	Finish hot, cold and frozen desserts <ul style="list-style-type: none">Using traditional, classical and modern skills and techniquesUsing culinary scienceUsing contemporary styles			
2.2	Check the finished product meets dish requirements			
2.3	Present dishes to meet styles of service			
2.4	Store hot, cold and frozen desserts correctly			
2.5	Identify relevant fillings and refined sauces for hot, cold and frozen desserts			
2.6	Identify ingredients in hot, cold and frozen desserts that may cause allergic reactions			
2.7	Calculate food costs for producing hot, cold and frozen desserts			
2.8	Explain how food costs and other factors affect profit when producing hot, cold and frozen desserts			

Supplementary evidence for J/601/6567

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off J/601/6567 Produce hot, cold and frozen desserts	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

K/502/0388 The Principles of Food Safety Supervision for Catering

Unit summary

The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

Description of evidence or activity

K/502/0388 The Principles of Food safety Supervision for Catering

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Understand the role of the supervisor in ensuring compliance with food safety legislation

Assessment criteria					
1.1	Summarise the importance of food safety management procedures				
1.2	Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance				
1.3	Outline how the legislation is enforced				

Learning outcome 2: Understand the application and monitoring of good hygiene practice

Assessment criteria					
2.1	Explain the importance of, and methods for, temperature control.				
2.2	Explain procedures to control contamination and cross-contamination				
2.3	Explain procedures to control contamination and cross-contamination				
2.4	Explain procedures for cleaning, disinfection and waste disposal.				
2.5	Outline requirements relating to the design of food premises and equipment.				
2.6	Describe the importance of, and methods for, pest control.				

Learning outcome 3: Understand how to implement food safety management procedures

Assessment criteria					
3.1	Describe the importance to food safety of microbial, chemical, physical and allergenic hazards				
3.2	Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions.				
3.3	Explain the requirements for monitoring and recording food safety procedures				
3.4	Describe methods for, and the importance of, evaluating food safety controls and procedures.				

Learning outcome 4: Understand the role of the supervisor in staff training				
Assessment criteria				
4.1	Explain the requirements for induction and on-going training of staff.			
4.2	Explain the importance of effective communication of food safety procedures			

Supplementary evidence for K/502/0388

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off K/502/0388 The principles of food safety supervision for catering	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with):	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

K/502/4117 Contribute to the development of recipes and menus

Unit summary

This unit covers the competence hospitality supervisors need to plan and introduce new menu items. It involves researching the menu item, taking account of food combinations, flavours and dietary requirements and implementing the new items.

Assessment guidance

This unit assesses occupational competence. Evidence for this unit must come from the learner's consistent achievement in the workplace or a Realistic Working Environment (RWE).

Description of evidence or activity

K/502/4117 Contribute to the development of recipes and menus

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Be able to contribute to the development of recipes and menus				
Assessment criteria				
1.1 obs	Take account of food combinations, flavours and dietary requirements			
1.2	Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities			
1.3	Identify suitable suppliers/sources			
1.4	Identify methods of presenting, holding and distributing the product			
1.5 obs	Cost recipe suggestions			
1.6	Take account of available resources			
1.7	Pass on relevant information about the suitability of the new menu item following organisational procedures			
1.8	Offer suggestions on menu layout and presentation			
1.9	Introduce recipe suggestions in accordance with: <ul style="list-style-type: none"> • the style and policy of the organisation • available resources • the expectations and standards of customers 			
1.10	Make sure staff have the information, skills and resources needed to support the introduction of the new menu item			
1.11	Collect feedback from staff and customers			
1.12	Evaluate feedback from staff and customers			



Learning outcome 2: Understand how to contribute to the development of recipes and menus				
Assessment criteria				
2.1	Explain the existing style and policy of the organisation in relation to recipes and menus			
2.2	Explain how location and styles of operation can affect proposed menu items			
2.3	Explain the concept of a balanced diet and why it is important to good health			
2.4	Describe current government guidelines for healthy eating			
2.5	Explain how up-to-date with information on healthy eating			
2.6	Describe the types, combinations and proportions of ingredients that make up a healthy dish			
2.7	Explain the nutritional benefits of minimising the fat, sugar and salt content of dishes			
2.8	Explain the nutritional benefits of starchy foods, fruit, vegetables and pulses			
2.9	Identify healthier flavourings that can be used as alternatives to salt and sugar			
2.10	Describe the quality standards required for each recipe item to be included			
2.11	Explain how to assess the quality of potential ingredients			
2.12	Explain how available equipment can affect the production of food items			
2.13	Identify the factors that need to be considered in selecting presentation, holding and distributing methods			
2.14	Explain how to cost proposed recipes and work out gross profit			
2.15	Explain how the effect supplier choice can have on food quality			
2.16	Explain how to identify and assess the suitability of suppliers or supply sources			
2.17	Explain how to record information relating to proposed recipes			
2.18	Identify who to make records of proposed recipes available to			
2.19	Identify who to consult to gain feedback on proposed recipes			
2.20	Explain how to carry out and evaluate test runs of recipes			
2.21	Explain why staff skills should be assessed prior to proposing new recipes and menu items			
2.22	Describe what training may be needed to support the implementation of new menu items			

2.23	Explain how to brief staff on new menu items and implementation plans				
2.24	Describe how to gain feedback from staff on operational problems which may arise				
2.25	Explain how to allocate resources to staff to enable them to implement new menu items				
2.26	Identify lead times required by organisation for the implementation of new menu items				
2.27	Explain how to estimate lead times for the preparation of new menu items				
2.28	Explain why measures should be closely monitored when introducing new items				
2.29	Explain why it is important to gain feedback from customers on new items and ways of doing this				

Supplementary evidence for K/502/4117

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off K/502/4117 Contribute to the development of recipes and menus	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

K/601/6562 Produce Paste products

Unit summary

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service.

Description of evidence or activity

K/601/6562 Produce paste products

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Produce paste products				
Assessment criteria				
1.1	Perform operations in line with current professional practices			
1.2	Produce paste products to recipe specifications <ul style="list-style-type: none"> • Using construction techniques • Using traditional, classical and modern skills and techniques • Using culinary science • Using contemporary styles 			
1.3	Carry out quality checks during production of paste products			
1.4	Identify potential faults for a range of paste products			
1.5	Correct products that do not meet quality requirements			
1.6	Explain techniques for the production of paste products, including <ul style="list-style-type: none"> • Construction • Traditional, classical and modern skills and techniques • Culinary science • Contemporary styles 			
1.7	List appropriate flavour combinations			
1.8	Explain considerations when balancing ingredients in recipes for paste products			
1.9	Explain the effect of preparation and cooking methods on the end product			
1.10	Describe how to control time, temperature and environment to achieve desired outcome when producing paste products			

Learning outcome 2: Finish paste products				
Assessment criteria				
2.1	Finish paste products <ul style="list-style-type: none"> • Using construction techniques • Using traditional, classical and modern skills and techniques • Using culinary science • Using contemporary styles 			
2.2	Check the finished product meets dish requirements			
2.3	Present products to meet styles of service			
2.4	Store paste products correctly			
2.5	Identify relevant fillings, glazes, creams and icings for paste products			
2.6	Identify ingredients in paste products that may cause allergic reactions			
2.7	Calculate food costs for producing paste products			
2.8	Explain how food costs and other factors affect profit when producing paste products			

Supplementary evidence for K/601/6562

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off K/601/6562 Produce paste products	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with):	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

L/601/6568 Produce fermented dough and batter products

Unit summary

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish fermented dough and batter products for service.

Description of evidence or activity

L/601/6568 Produce fermented dough and batter products

Date	Description of evidence/activity	Assessor signature	IV initial

Learning outcome 1: Produce fermented dough and batter products				
Assessment criteria				
1.1	Perform operations in line with current professional practices			
1.2	Produce fermented dough and batter products to recipe specifications <ul style="list-style-type: none"> Using traditional, classical and modern skills and techniques Using culinary science Using contemporary styles 			
1.3	Carry out quality checks during production of fermented dough and batter products			
1.4	Identify potential faults for a range of fermented dough and batter products			
1.5	Correct products that do not meet quality requirements			
1.6	Explain techniques for the production of fermented dough and batter products, including <ul style="list-style-type: none"> Traditional, classical and modern skills and techniques Culinary science Contemporary styles 			
1.7	List appropriate flavour combinations			
1.8	Explain considerations when balancing ingredients in recipes for fermented dough and batter products			
1.9	Explain the effect of preparation and cooking methods on the end product			
1.10	Describe how to control time, temperature and environment to achieve desired outcome when producing fermented dough and batter products			



Learning outcome 2: Finish fermented dough and batter products				
Assessment criteria				
2.1	Finish fermented dough and batter products <ul style="list-style-type: none">Using traditional, classical and modern skills and techniquesUsing culinary scienceUsing contemporary styles			
2.2	Check the finished product meets dish requirements			
2.3	Present products to meet styles of service			
2.4	Store fermented dough and batter products correctly			
2.5	Identify relevant fillings, glazes, creams and icings for fermented dough and batter products			
2.6	Identify ingredients in paste products that may cause allergic reactions			
2.7	Calculate food costs for producing fermented dough and batter products			
2.8	Explain how food costs and other factors affect profit when producing fermented dough and batter products			

Supplementary evidence for L/601/6568

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off L/601/6568 Produce fermented dough and batter products	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

M/601/5672 Prepare, cook and finish complex pastry products

Unit summary

This unit is about preparing, cooking and finishing a range of complex pastry products. The unit also covers a range of preparation and cooking techniques.

Evidence Requirements

Unit M/601/5672	Prepare, cook and finish complex pastry products																								
<p>The assessor <u>must</u> assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 5.1 & 5.2 by directly observing the candidate's work.</p>																									
<p>The assessor may assess assessment criteria 5.3 through questioning or witness testimony if no naturally occurring evidence is available.</p>																									
<p>What you must cover</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • at least six from pastry product <table border="1" data-bbox="411 1032 1321 1189"> <tbody> <tr> <td>○ short</td> <td>○ puff/flaky</td> </tr> <tr> <td>○ sweet</td> <td>○ sable</td> </tr> <tr> <td>○ suet</td> <td>○ convenience</td> </tr> <tr> <td>○ choux</td> <td>○ hot water paste</td> </tr> </tbody> </table> • at least twelve from preparation and cooking methods <table border="1" data-bbox="411 1294 1321 1648"> <tbody> <tr> <td>○ piecing</td> <td>○ weighing/measuring</td> </tr> <tr> <td>○ laminating</td> <td>○ sifting</td> </tr> <tr> <td>○ rolling</td> <td>○ rubbing in</td> </tr> <tr> <td>○ folding</td> <td>○ creaming</td> </tr> <tr> <td>○ lining/moulding</td> <td>○ kneading</td> </tr> <tr> <td>○ trimming</td> <td>○ resting</td> </tr> <tr> <td>○ baking</td> <td>○ aerating</td> </tr> <tr> <td>○ combining cooking methods</td> <td>○ conditioning/chilling</td> </tr> </tbody> </table> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>	○ short	○ puff/flaky	○ sweet	○ sable	○ suet	○ convenience	○ choux	○ hot water paste	○ piecing	○ weighing/measuring	○ laminating	○ sifting	○ rolling	○ rubbing in	○ folding	○ creaming	○ lining/moulding	○ kneading	○ trimming	○ resting	○ baking	○ aerating	○ combining cooking methods	○ conditioning/chilling
○ short	○ puff/flaky																								
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○ choux	○ hot water paste																								
○ piecing	○ weighing/measuring																								
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○ folding	○ creaming																								
○ lining/moulding	○ kneading																								
○ trimming	○ resting																								
○ baking	○ aerating																								
○ combining cooking methods	○ conditioning/chilling																								

Description of evidence or activity

M/601/5672 Prepare, Cook and Finish Complex Pastry Products

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Be able to prepare complex pastry products				
Assessment criteria				
1.1 obs	Select the type and quantity of ingredients needed for the dish			
1.2 obs	Accurately weigh ingredients required			
1.3 obs	Check the ingredients to make sure they meet quality standards			
1.4 obs	Choose and use tools and equipment correctly			
1.5 obs	Prepare the ingredients to meet dish requirements			

What you must cover									
C1	Pastry product (obs at least 6)				C2	Preparation and cooking methods (obs at least 12)			
	a	Short				a	Weighing / measuring		
	b	Sweet				b	Sifting		
	c	Suet				c	Rubbing in		
	d	Choux				d	Creaming		
	e	Puff/flaky				e	Kneading		
	f	Sable				f	Resting		
	g	Convenience				g	Aerating		
	h	Hot water paste				h	Conditioning/chilling		
				i	Piping				
				j	Laminating				
				k	Rolling				
				l	Folding				
				m	Lining/moulding				
				n	Trimming				
				o	Baking				
				p	Combining cooking methods				

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

Learning outcome 2: Understand how to prepare complex pastry products				
Assessment criteria				
2.1	State how to store raw ingredients before preparation and cooking			
2.2	Describe how to select the correct type, quality and quantity of ingredients to meet product requirements			
2.3	Describe what to do if there is a problem with the ingredients			
2.4	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
2.5	Explain how to carry out different preparation methods according to recipe requirements			

Learning outcome 3: Be able to cook complex pastry products				
Assessment criteria				
3.1 obs	Cook ingredients to meet dish requirements			
3.2 obs	Make sure the pastry product has the correct flavour, colour, consistency and quantity			

Learning outcome 4: Understand how to cook complex pastry products				
Assessment criteria				
4.1	Describe how to carry out different cooking methods according to recipe requirements			
4.2	State the correct temperature for cooking each type of complex pastry product			
4.3	Describe how to identify when pastry products have the correct colour, flavour, consistency and finish			
4.4	Explain how the use of different ingredients can affect the flavour of pastry			
4.5	State healthy eating options when preparing, cooking and finishing complex pastry products			

Learning outcome 5: Be able to finish complex pastry products				
Assessment criteria				
5.1 obs	Present the pastry product to meet requirements			
5.2 obs	Make sure the pastry product is at correct temperature for holding and serving			
5.3	Safely store any cooked pastry product not for immediate use			

The assessor may assess assessment criteria 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

Learning outcome 6: Understand how to finish complex pastry products				
Assessment criteria				
6.1	Describe how to minimise and correct common faults with complex pastry products			
6.2	Explain how to store complex pastry products			

Supplementary evidence for M/601/5672

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off M/601/5672 Prepare, cook and finish pastry products	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

R/601/6569 Produce biscuits, cakes and sponges

Unit summary

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish biscuit, cake and sponge products for service.

Description of evidence or activity

R/601/6569 Produce biscuits, cakes and sponges

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Produce biscuits, cakes and sponges				
Assessment criteria				
1.1	Perform operations in line with current professional practices			
1.2	Produce biscuits, cakes and sponges to recipe specifications <ul style="list-style-type: none"> • Using construction techniques • Using traditional, classical and modern skills and techniques • Using culinary science • Using contemporary styles 			
1.3	Carry out quality checks during production of biscuits, cakes and sponges			
1.4	Identify potential faults for a range of biscuits, cakes and sponges			
1.5	Correct products that do not meet quality requirements			
1.6	Explain techniques for the production of biscuits, cakes and sponges, including: <ul style="list-style-type: none"> • Construction • Traditional, classical and modern skills and techniques • Culinary science • Contemporary styles 			
1.7	List appropriate flavour combinations			
1.8	Explain considerations when balancing ingredients in recipes for biscuits, cakes and sponges			
1.9	Explain the effect of preparation and cooking methods on the end product			
1.10	Describe how to control time, temperature and environment to achieve desired outcome when producing biscuits, cakes and sponges			

Learning outcome 2: Finish biscuits, cakes and sponges				
Assessment criteria				
2.1	Finish biscuits, cakes and sponges <ul style="list-style-type: none"> Using construction techniques Using traditional, classical and modern skills and techniques Using culinary science Using contemporary styles 			
2.2	Check the finished product meets dish requirements			
2.3	Present products to meet styles of service			
2.4	Store biscuits, cakes and sponges correctly			
2.5	Identify relevant fillings, glazes, creams and icings for biscuits, cakes and sponges			
2.6	Identify ingredients in biscuits, cakes and sponges that may cause allergic reactions			
2.7	Calculate food costs for producing biscuits, cakes and sponges			
2.8	Explain how food costs and other factors affect profit when producing biscuits, cakes and sponges			

Supplementary evidence for R/601/6569

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off R/601/6569 Produce biscuits, cakes and sponges	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

R/601/6572 Produce display pieces and decorative items

Unit summary

This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish decorative items.



Description of evidence or activity

R/601/6572 Produce display pieces and decorative items

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Produce display pieces and decorative items				
Assessment criteria				
1.1	Perform operations in line with current professional practices			
1.2	Design display pieces and decorative items for production			
1.3	Produce display pieces and decorative items to design specifications <ul style="list-style-type: none"> • Using construction techniques • Using traditional, classical and modern skills and techniques • Using culinary science • Using contemporary styles 			
1.4	Carry out quality checks during production of display pieces and decorative items			
1.5	Identify potential faults for a range of display pieces and decorative items			
1.6	Correct pieces and items that do not meet quality requirements			
1.7	Explain techniques for the production of display pieces and decorative items, including: <ul style="list-style-type: none"> • Construction techniques • Traditional, classical and modern skills and techniques • Culinary science • Contemporary styles 			
1.8	Explain key design considerations for display pieces and decorative items			
1.9	Describe how to control time, temperature and environment to achieve desired outcome when producing display pieces and decorative items			

Learning outcome 2: Finish display pieces and decorative items				
Assessment criteria				
2.1	Finish display pieces and decorative items <ul style="list-style-type: none"> • Using construction techniques • Using traditional, classical and modern skills and techniques • Using culinary science • Using contemporary styles 			
2.2	Check the finished product meets dish requirements			
2.3	Store display pieces and decorative items correctly			
2.4	Describe finishes for display pieces and decorative items			
2.5	Calculate costs for producing display pieces and decorative items			

Supplementary evidence for R/601/6572

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off R/601/6572 Produce display pieces and decorative items	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

T/601/5673 Prepare, Process and Finish Complex Chocolate Products

Unit summary

This unit is about preparing, processing and finishing complex chocolate products, for example: small chocolate centre pieces, competition pieces, truffles, moulds/shapes (e.g. Easter eggs). The unit covers a range of preparation and cooking techniques.

Evidence Requirements

Unit T/601/5673	Prepare, process and finish complex chocolate products
The assessor <u>must</u> assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1, & 5.2 by directly observing the candidate's work.	
What you must COVER	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • all from chocolate <ul style="list-style-type: none"> ○ plain chocolate ○ white chocolate ○ milk chocolate • at least eight from preparation and processing methods <ul style="list-style-type: none"> ○ cutting ○ spreading ○ melting ○ tempering ○ modelling ○ rolling ○ mixing ○ drying ○ manipulating ○ blending colour and flavour <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

Description of evidence or activity

T/601/5673 Prepare, Process and Finish Complex Chocolate Products

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Be able to prepare complex chocolate products					
Assessment criteria					
1.1 obs	Select the type and quantity of ingredients needed for product				
1.2 obs	Check the ingredients to make sure they meet quality standards				
1.3 obs	Select the appropriate tools and equipment and use correctly				
1.4 obs	Prepare the ingredients to meet dish requirements				

What you must cover										
C1	Chocolate	C2				Preparation and processing methods				
	(obs all)					(obs at least 8)				
	a	Plain chocolate				a	Rolling			
	b	White chocolate				b	Mixing			
	c	Milk chocolate				c	Drying			
						d	Manipulating			
						e	Blending colour and flavour			
						f	Cutting			
						g	Spreading			
						h	Melting			
						i	Tempering			
						j	Modelling			



Learning outcome 2: Understand how to prepare complex chocolate products				
Assessment criteria				
2.1	Explain how to select the correct type, quality and quantity of ingredients to meet product requirements			
2.2	Describe what to do if there is a problem with the ingredients			
2.3	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods			

Learning outcome 3: Be able to process complex chocolate products				
Assessment criteria				
3.1 obs	Process ingredients to meet dish requirements			
3.2 obs	Make sure the chocolate products have the correct flavour, colour, texture and quantity			

Learning outcome 4: Understand how to process complex chocolate products				
Assessment criteria				
4.1	Explain how to carry out different processing methods according to product requirements			
4.2	Describe how to identify when chocolate products have the correct colour, flavour, texture and quantity			
4.3	State when couverture can be used and how it can be tempered			
4.4	Describe what common faults can occur with chocolate products			
4.5	State healthy eating options when dealing with complex chocolate products			

Learning outcome 5: Be able to finish complex chocolate products				
Assessment criteria				
5.1 obs	Decorate and present the chocolate product to meet requirements			
5.2 obs	Safely store any processed chocolate product not for immediate use			

Learning outcome 6: Understand how to finish complex chocolate products				
Assessment criteria				
6.1	Describe how to correct the product to achieve requirements			
6.2	Describe what items can be used to decorate chocolate products			
6.3	Describe the current trends in relation to chocolate products			
6.4	Explain how to store complex chocolate products			

Supplementary evidence for T/601/5673

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off T/601/5673 Prepare, process and finish complex chocolate products	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date:

M/506/9141 Professional Patisserie Skills

Unit summary

This unit is about the planning, preparation, cooking and finishing of pastry items within a given time period.

Evidence Requirements

M/506/9141	Professional Patisserie Skills
What you must cover	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> • Patisserie items – must include: <ul style="list-style-type: none"> ○ Gateaux ○ Bread ○ Plated dessert

Description of evidence or activity

M/506/9141 Professional Patisserie Skills

Date	Description of evidence/activity	Assessor signature	IV initial



Learning outcome 1: Be able to prepare patisserie items					
Assessment criteria					
1.1	Develop a time plan				
1.2	Order stock and purchase supplies				
1.3	Check ingredients for: <ul style="list-style-type: none"> • type • quantity • quality 				
1.4	Use tools and equipment correctly				
1.5	Prepare ingredients to meet dish requirements				

Learning outcome 2: Be able to meet hygiene and safety requirements					
Assessment criteria					
2.1	Follow food safety requirements				
2.2	Follow health and safety requirements				
2.3	Demonstrate professional conduct				
2.4	Demonstrate personal hygiene				

Learning outcome 3: Be able to cook patisserie dishes					
Assessment criteria					
3.1	Apply time management skills				
3.2	Use tools and equipment correctly				
3.3	Follow recipe requirements				
3.4	Cook patisserie items				

What you must cover					
C1	Patisserie items				
	a	Gateaux			
	b	Bread			
	c	Plated Dessert			

Learning outcome 4: Be able to finish and serve patisserie dishes				
Assessment criteria				
4.1	Present dishes to meet requirements			
4.2	Make sure the dishes have the correct flavour, texture, consistency and quantity			
4.3	Make sure dishes are the correct temperature for holding and serving			
4.4	Safely store any dishes not for immediate use			
4.5	Ensure the following are cleaned and sanitised: <ul style="list-style-type: none"> • Preparation areas • Cooking areas • Equipment • Utensils 			

Supplementary evidence for M/506/9141

Provide evidence to cover any gaps:

Assessment criteria reference	Evidence (e.g. witness testimony)	Appendix (if appropriate)



Unit sign-off M/506/9141 Professional Patisserie Skills	
Learner name:	
Learner registration number:	
Centre name/number:	
Assessor/tutor name:	
Your job role (if applicable):	
Main organisation (this will either be the organisation the Learner is employed by or, if the Learner is not currently employed, an organisation they are familiar with:	
I confirm that the answers given in this workbook are my own work	
Learner Signature:	Date:
I confirm that the answers given in this workbook have been assessed against the assessment criteria for this unit and have been judged for validity, authenticity, currency, reliability and sufficiency.	
Assessor Name:	
Assessor Signature:	Date:
IQA Name & Signature: (if applicable)	Date: