Specification

IAO Level 3 Diploma in Professional Patisserie

Qualification Number: 601/5397/0

Contents

Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

Version Number	Date Revised	Description of Revision	Page Affected
5	23/10/2024	Updated to house style	All

Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is Version 5. We will inform centres of any changes to this Specification. Centres can keep up to date from visiting our website www.innovateawarding.org

This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

For more information on our range of Qualifications, email contactus@innovateawarding.org

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

Qualification Summary

Qualification Title	Level 3 Diploma in Professional Patisserie		
Qualification Number (QN)	601/5397/0	RQF Level	4
Operational Start Date	1 January 2015		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
620	504	62

Qualification Objective

The objective of this qualification is to recognise learners' achievements within the hospitality and catering environment. It will develop learners' understanding of the practical elements of patisserie and will provide learners with the skills and techniques needed to produce a range of patisserie items.

Assessment Requirements

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Portfolio of Evidence

The Portfolio of Evidence is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs). The learner is required to complete an Evidence Locator for the internally assessed component.

Evidence sources may include:
- Workplace policies and procedures
- Workplace documents
- Recorded professional discussions
- Feedback
- Video clips
- Observations
- Appraisals
- Meetings and minutes
- Witness testimonies

Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them.

Qualification Structure

Mandatory Units

Unit Number	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

Target Audience

This RQF competence-based qualification is designed for those people who are involved in **hospitality and catering** as their primary work activity and are seeking to develop their career in patisserie.

This qualification was developed in consultation with stakeholders to ensure the content is full and relevant to ensure learners are occupationally competent in the workplace.

There are no formal entry requirements for this qualification.

This qualification is regulated for learners 16 years old and over.

It provides intensive, practical cookery training designed to train a novice cook and allow them to master the fundamental techniques, skills and theory required.

Progression Opportunities

Learners who achieve this qualification could progress into or within employment in patisserie or develop a career as a pastry chef.

Learners who complete this qualification may go on to further study in related areas such as:

•	Level 4 Diploma in Professional Culinary Arts

Funding

For details on eligibility for government funding please refer to:

https://www.qualifications.education.gov.uk/

QUALIFICATION UNITS

Unit Title   **Produce Petits Fours**
Unit Number   **A/601/6565**
Level   **3**
Credit Value   **6**
GLH   **56**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can

1. Produce petits fours	1.1 Perform operations in line with current professional practices
	1.2 Produce petits fours, including glacé, sec and confiserie variée, to recipe specifications:
	   • 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:
	   • 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

2. Finish petits fours	2.1 Finish petits fours: • 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

Additional information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards

N/A

Unit Title	**Prepare, Cook and Finish Complex Bread and Dough Products**
Unit Number	**D/601/5666**
Level	**3**
Credit Value	**4**
GLH	**27**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to prepare bread and dough products	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
2. Understand how to prepare bread and dough products	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
3. Be able to cook bread and dough products	3.1 Cook the ingredients to meet requirements 3.2 Identify how to carry out different cooking methods according to product requirements

4. Be able to finish bread and dough products	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
5. Understand how to finish bread and dough products	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

Additional information

The assessor must assess assessment criteria 1.1, 1.2, 1.3 and 1.4 by directly observing the candidate's work.

There must be performance evidence, gathered through observing the candidate's work for:

- **all** from **bread and dough**
  - **enriched dough**
  - **laminated dough**
  - **bread dough**

- at least **nine** from **preparation and cooking methods**
  - **shaping**
  - **laminating**
  - **folding**
  - **baking**
  - **frying**
  - **weighing/measuring**
  - **sieving**
  - **mixing/kneading**
  - **proving**
  - **knocking back**

The assessor must assess assessment criteria 3.1 and 3.2 by directly observing the candidate's work.

The assessor must assess assessment criteria 5.1 by directly observing the candidate's work.

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 **or** serving) but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A
Details of the relationship of the unit and relevant national occupational standards
N/A

Unit Title	**Produce Sauces, Fillings and Coatings for Complex Desserts**
Unit Number	**D/601/5702**
Level	**3**
Credit Value	**4**
GLH	**33**

Unit Aim

The unit is about producing sauces, fillings and coatings.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to produce sauces, fillings and coatings for complex desserts	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
2. Understand how to produce sauces, fillings and coatings for complex desserts	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

Additional information

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.

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.

The assessor may assess assessment criterion 1.9 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **eight** from **sauces, fillings and coatings**
  - **crème anglaise**
  - **sabayon**
  - **fruit coulis**
  - **ganache**
  - **crème chantilly**
  - **preserves**
  - **fruit flazes**
  - **crème patisserie**
  - **syrups**
  - **butter cream**
  - **royal icing**
  - **jams**
  - **sugar glazes**

- at least **four** from **preparation methods**
  - **mixing**
  - **whisking**
  - **boiling**
  - **separating**
  - **creaming**

- at least **five** from **processing methods**
  - **reducing**
  - **liquidising**
  - **blending**
  - **addition of colouring**
  - **emulsifying**
  - **addition of flavouring**

Evidence for the remaining points may be assessed through questioning or witness testimony.

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards
N/A

Unit Title	**Prepare, Process and Finish Marzipan, Pastillage and Sugar Products**
Unit Number	**J/601/5676**
Level	**3**
Credit Value	**5**
GLH	**42**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to prepare marzipan, pastillage and sugar products	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
2. Understand how to prepare marzipan, pastillage and sugar products	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
3. Be able to process marzipan, pastillage and sugar products	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
4. Understand how to process marzipan, pastillage and sugar products	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
5.	Be able to finish marzipan, pastillage and sugar products	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
6.	Understand how to finish marzipan, pastillage and sugar products	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

Additional information

The assessor must 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.

There must be performance evidence, gathered through observing the candidate's work for:

- at least **seven** from **pastillage and sugar**
  - **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**
  - **piping**
  - **pulling**
  - **manipulating**
  - **blending (colour and flavour)**
  - **cutting**
  - **spreading**
  - **spinning**
  - **boiling**
  - **dipping**
  - **moulding**
  - **pouring**
  - **rolling**
  - **mixing**
  - **drying**

Evidence for the remaining points may be assessed through questioning or witness testimony.

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A
Details of the relationship of the unit and relevant national occupational standards
N/A

Unit Title	**Produce Hot, Cold and Frozen Desserts**
Unit Number	**J/601/6567**
Level	**3**
Credit Value	**6**
GLH	**50**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Produce hot, cold and frozen desserts	1.1 Perform operations in line with current professional practices 1.2 Produce hot, cold and frozen desserts to recipe specifications: • 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: • 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

2. Finish hot, cold and frozen desserts	2.1 Finish hot, cold and frozen desserts • 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 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

Additional information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards

N/A

Unit Title   **The Principles of Food Safety Supervision for Catering**
Unit Number   **K/502/0388**
Level   **3**
Credit Value   **3**
GLH   **25**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the role of the supervisor in ensuring compliance with food safety legislation	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
2. Understand the application and monitoring of good hygiene practice	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 for cleaning, disinfection and waste disposal 2.4 Outline requirements relating to the design of food premises and equipment 2.5 Describe the importance of, and methods for, pest control
3. Understand how to implement food safety management procedures	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
4. Understand the role of the supervisor in staff training	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

Additional information
N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Details of the relationship of the unit and relevant national occupational standards
N/A

Unit Title   **Contribute to the Development of Recipes and Menus**
Unit Number   **K/502/4117**
Level   **4**
Credit Value   **4**
GLH   **22**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to contribute to the development of recipes and menus	1.1 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 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: • 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
2. Understand how to contribute to the development of recipes and menus	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 to keep 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 the affect 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 the 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

Additional information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

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).

Details of the relationship of the unit and relevant national occupational standards

N/A

Unit Title   **Produce Paste Products**
Unit Number   **K/601/6562**
Level   **3**
Credit Value   **4**
GLH   **38**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Produce paste products	1.1 Perform operations in line with current professional practices 1.2 Produce paste products to recipe specifications: • 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: • 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

2. Finish paste products	2.1	Finish paste products:
		• 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

Additional information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards

N/A

Unit Title **Produce Fermented Dough and Batter Products**
Unit Number **L/601/6568**
Level **3**
Credit Value **4**
GLH **37**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Produce fermented dough and batter products	1.1 Perform operations in line with current professional practices 1.2 Produce fermented dough and batter products to recipe specifications: • 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: • 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

2. Finish fermented dough and batter products	2.1 Finish fermented dough and batter products: • 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 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 fermented dough and batter 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

Additional information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards

N/A

Unit Title	Prepare, Cook and Finish Complex Pastry Products
Unit Number	M/601/5672
Level	3
Credit Value	3
GLH	29

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to prepare complex pastry products	1.1 Select the type and quantity of ingredients needed for the dish 1.2 Accurately weigh ingredients required 1.3 Check the ingredients to make sure they meet quality standards 1.4 Choose and use tools and equipment correctly 1.5 Prepare the ingredients to meet dish requirements
2. Understand how to prepare complex pastry products	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
3. Be able to cook complex pastry products	3.1 Cook ingredients to meet dish requirements 3.2 Make sure the pastry product has the correct flavour, colour, consistency and quantity
4. Understand how to cook complex pastry products	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
5.	Be able to finish complex pastry products	5.1	Present the pastry product to meet requirements
		5.2	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
6.	Understand how to finish complex pastry products	6.1	Describe how to minimise and correct common faults with complex pastry products
		6.2	Explain how to store complex pastry products

Additional information

The assessor must 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.

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

There must be performance evidence, gathered through observing the candidate's work for:

- at least **six** from **pastry product**
  - **short**
  - **sweet**
  - **suet**
  - **choux**
  - **puff/flaky**
  - **sable**
  - **convenience**
  - **hot water paste**

- at least **twelve** from **preparation and cooking methods**

  - **piping**
  - **laminating**
  - **rolling**
  - **folding**
  - **lining/moulding**
  - **trimming**
  - **baking**
  - **combining cooking methods**
  - **weighing/measuring**
  - **sifting**
  - **rubbing in**
  - **creaming**
  - **kneading**
  - **resting**
  - **aerating**
  - **conditioning/chilling**

Evidence for the remaining points may be assessed through questioning or witness testimony.

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards
N/A

Unit Title	**Produce Biscuits, Cakes and Sponges**
Unit Number	**R/601/6569**
Level	**3**
Credit Value	**6**
GLH	**49**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Produce biscuits, cakes and sponges	1.1 Perform operations in line with current professional practices 1.2 Produce biscuits, cakes and sponges to recipe specifications • 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: • 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

2. Finish biscuits, cakes and sponges	2.1 Finish biscuits, cakes and sponges • 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

Additional information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards

N/A

Unit Title	**Produce Display Pieces and Decorative Items**
Unit Number	R/601/6572
Level	3
Credit Value	5
GLH	39

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Produce display pieces and decorative items	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 • 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: • Construction • 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

2. Finish display pieces and decorative items	2.1 Finish display pieces and decorative items • 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

Additional information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards

N/A

Unit Title	**Prepare, Process and Finish Complex Chocolate Products**
Unit Number	**T/601/5673**
Level	**3**
Credit Value	**5**
GLH	**42**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to prepare complex chocolate products	1.1 Select the type and quantity of ingredients needed for 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
2. Understand how to prepare complex chocolate products	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
3. Be able to process complex chocolate products	3.1 Process ingredients to meet dish requirements 3.2 Make sure the chocolate products have the correct flavour, colour, texture and quantity
4. Understand how to process complex chocolate products	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
5. Be able to finish complex chocolate products		5.1	Decorate and present the chocolate product to meet requirements
		5.2	Safely store any processed chocolate product not for immediate use
6. Understand how to finish complex chocolate products		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

Additional information

The assessor must 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.

There must be performance evidence, gathered through observing the candidate's work for:

- **all** from **chocolate**
  - **plain chocolate**
  - **white chocolate**
  - **milk chocolate**

- at least **eight** from **preparation and processing methods**
  - cutting
  - spreading
  - melting
  - tempering
  - modelling
  - rolling
  - mixing
  - drying
  - manipulating
  - blending colour and flavour

Evidence for the remaining points may be assessed through questioning or witness testimony.

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards

N/A

Unit Title	Professional Patisserie Skills
Unit Number	M/506/9141
Level	2
Credit Value	3
GLH	15

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to prepare patisserie items	1.1 Develop a time plan 1.2 Order stock and purchase supplies 1.3 Check ingredients for: • Type • Quantity • Quality 1.4 Use tools and equipment correctly 1.5 Prepare ingredients to meet dish requirements
2. Be able to meet hygiene and safety requirements	2.1 Follow food safety requirements 2.2 Follow health and safety requirements 2.3 Demonstrate professional conduct 2.4 Demonstrate personal hygiene
3. Be able to cook patisserie dishes	3.1 Apply time management skills 3.2 Use tools and equipment correctly 3.3 Follow recipe requirements 3.4 Cook patisserie items
4. Be able to finish and serve patisserie dishes	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: • Preparation areas • Cooking areas • Equipment • Utensils
Additional information	

There must be performance evidence, gathered through observing the candidate's work for:
• Patisserie items – must include:
o Gateaux
o Bread
o Plated dessert

Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

Details of the relationship of the unit and relevant national occupational standards

N/A

APPENDIX

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 organisations.

Assessment Principles

Learners must be registered with the Awarding Organisation before formal assessment commences.

Assessors must be able to evidence and justify the assessment decisions that they have made.

Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

Assessment of knowledge-based learning outcomes:
- May take place in or outside of a real work environment
- Must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- Must be robust, reliable, valid, and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor.

Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved.

Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/context specific or relevant to tutoring assessing or quality assurance)

Types of Assessor Qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation QCF Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificate in Assessing Vocational Achievement (RQF)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning
- Sector (DTTLS) Relevant predecessor NQF tutor qualifications

Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal Verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National

Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

External Quality Assurers

External Quality Assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Additional Information

Centre Approval

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

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 contactus@innovateawarding.org or call 0117 314 2800.

Complaints

If we do get things wrong, we will 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.