

ABC Awards

SEG Awards ABC Level 3 Certificate in General Patisserie and Confectionery

Qualification Guidance

England
[50098937]

Wales
[C0008830]

About Us

At the Skills and Education SEG Awards (ABC)¹ we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

ABC has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:

https://secure.ABCawards.co.uk/ors/secure_login.asp

Sources of Additional Information

The ABC website www.ABCawards.co.uk provides access to a wide variety of information.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

ABC Level 3 Certificate in General Patisserie and Confectionery

Qualifications	
Level 3 Certificate in General Patisserie and Confectionery	
Regulated	The qualification identified above is regulated by Ofqual and Qualifications Wales.
Assessment	Internal assessment, internal and external moderation Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.
Grading	Pass
Operational Start Date	01/08/2010
Review Date	31/12/2021
Operational End Date	31/12/2021
Certification End Date	31/07/2023
ABC Sector	Catering
Ofqual SSA Sector	07.4 Hospitality and Catering
Stakeholder support	People 1st
Contact	See ABC web site for the Centre Support Officer responsible for this qualification

Level 3 Certificate in General Patisserie and Confectionery

Rules of Combination: Learners must achieve 31 credits from the 6 Mandatory units.

Unit	Level	Credit Value	GLH
Mandatory Units			
Produce hot, cold and frozen desserts [J/601/6567]	3	6	50
Produce fermented dough and batter products [L/601/6568]	3	4	37
Produce biscuits, cakes and sponges [R/601/6569]	3	6	49
Produce paste products [K/601/6562]	3	4	38
Produce petit fours [A/601/6565]	3	6	56
Produce display pieces and decorative items [R/601/6572]	3	5	39

Numbers in box brackets indicate unit number.

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Entry Requirements	No specific requirements					
Age Range	Pre 16		16 – 18	✓	19 +	✓
LARS Reference	50098937					
Recommended GLH²	269					
Recommended TQT³	310					
Credit Value	31					
Type of Funding Available	See LARS (Learning Aim Rates Service)					
Minimum Qualification Fee	See ABC web site for current fees and charges					
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current					

² See Glossary of Terms

³ See Glossary of Terms

	fee charged per credit.
Additional Information	<p>Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption</p> <p>ABC Awards has provided Knowledge Questions and Practical Assessment Tasks for each unit to provide opportunities for learners to produce evidence of achievement of all Learning Outcomes and Assessment Criteria. These are available to approved centres from ABC's website</p> <p>If a centre wishes to devise alternative assessment tasks, they must contact the appropriate ABC administrator.</p> <p>Practical Tasks for each unit are graded Pass, Merit, Distinction. Learners will need to provide evidence to support the additional Merit/Distinction criteria.</p> <p>N.B. the overall grade for the qualification is Pass.</p>

Introduction

This qualification has been developed together with People 1st, the Sector Skills Council for this sector. It is the replacement for ABC Awards' NQF Level 3 Diploma for Pastry Chefs and Patisseries.

This qualification will be put forward for inclusion on the ASL catalogue. Please check the ABC Awards' web site for the current status of this qualification within the ASL catalogue.

The qualification is a technical certificate within the People 1st Apprenticeship framework.

Aims

The ABC Level 3 Certificate in General Patisserie and Confectionery aims to enable learners to develop the knowledge, skills and understanding to produce patisserie and confectionery products to a standard required for service.

Target Group

This qualification is designed for learners aged 16+ who have an interest in patisserie and confectionery as an area of employment and want to develop practical skills in this area.

ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Progression Opportunities

All the units in this qualification also appear in the new Level 3 Diploma in Professional Patisserie and Confectionery (53 credits). Learners who complete the Level 3 Certificate in General Patisserie and Confectionery (31 credits) may wish to add other units to gain the larger qualification.

Learners may progress onto the Level 3 Diploma in Professional Patisserie and Confectionery by adding 3 more units to the 6 that make up this qualification.

They could also progress onto other relevant competence based qualifications.

Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Language

These specifications and associated assessment materials are in English only.

Unit Details

Produce Hot, Cold and Frozen Desserts

Unit Reference	J/601/6567
Level	3
Credit Value	6
Guided Learning Hours	50
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
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.8) <i>The learner can</i>
1. Produce hot, cold and frozen desserts	<p>1.1 Perform operations in line with current professional practices</p> <p>1.2 Produce hot, cold and frozen desserts to recipe specifications</p> <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>1.3 Carry out quality checks during production of hot, cold and frozen desserts</p> <p>1.4 Identify potential faults for a range of hot, cold and frozen desserts</p> <p>1.5 Correct dishes that do not meet quality requirements</p>

	<p>1.6 Explain techniques for the production of hot, cold and frozen desserts, including</p> <ul style="list-style-type: none"> • traditional, classical and modern skills and techniques • culinary science • contemporary styles <p>1.7 List appropriate flavour combinations</p> <p>1.8 Explain considerations when balancing ingredients in recipes for hot, cold and frozen</p> <p>1.9 Explain the effect of preparation and cooking methods on the end product</p> <p>1.10 Describe how to control time, temperature and environment to achieve desired outcome when producing hot, cold and frozen desserts</p>
2. Finish hot, cold and frozen desserts	<p>2.1 Finish hot, cold and frozen desserts</p> <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>2.2 Check the finished product meets dish requirements</p> <p>2.3 Present dishes to meet styles of service</p> <p>2.4 Store hot, cold and frozen desserts correctly</p> <p>2.5 Identify relevant fillings and refined sauces for hot, cold and frozen desserts</p> <p>2.6 Identify ingredients in hot, cold and frozen desserts that may cause allergic reactions</p> <p>2.7 Calculate food costs for producing hot, cold</p>

	<p>and frozen desserts</p> <p>2.8 Explain how food costs and other factors affect profit when producing hot, cold and frozen desserts</p>
<p>Mapping to National Occupational Standards</p> <p>Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery)</p> <p>3FPC12/10 3FPC13/10</p>	

Supporting Unit Information

J/601/6567 Produce hot, cold and frozen desserts – Level 3

Indicative Content

The learner should be introduced to a range of production methods appropriate for saleable hot, cold and frozen desserts, and should include commodity/product knowledge, fault analysis and correction, presentation, costing and pricing. For example:

Learning Outcome 1

- Hot: clafoutis, strudel, gratins, soufflés, extensions of puddings (plum pudding, date pudding), riz à la Française, Charlottes, soufflé puddings
- Cold: mousses, cakes and streusel, mousse torte, bavaois and cold Charlottes, cold rice and Conde, cold soufflé, Meringue extensions – e.g. oeufs à la neige, brûlée and renversée derivatives, beau rivage
- Frozen: ice soufflé, bombes, parfaits, sorbet (and Marquises), granite and biscuits glacés, omelette soufflé surprise, yogurt based

Learning Outcome 2

- Fillings, creams and glazes may include (in addition to those described above): frangipane, fresh and 'imitation' cream, Crème Pâtisserie and derivatives, royal and water icings, chocolate and ganache, jams, jellies/gels and curds, gums and starches – gum Arabic, pectin, arrowroot, féculé, egg/yolk wash, sugar

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. The Knowledge Questions and Practical Assessment Tasks provided by ABC make up the major part of the portfolio. Centres may wish to supplement this with additional evidence as appropriate, or produce their own evidence. This may include any or all of the following*

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective statements and feedback

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.

These can be electronic (e.g. memory stick) and/or paper based

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request.

Additional Information

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk under Catering.

Produce Fermented Dough and Batter Products

Unit Reference	L/601/6568
Level	3
Credit Value	4
Guided Learning Hours	37
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
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.8) <i>The learner can</i>
1. Produce fermented dough and batter products	<p>1.1 Perform operations in line with current professional practices</p> <p>1.2 Produce fermented dough and batter products to recipe specifications</p> <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>1.3 Carry out quality checks during production of fermented dough and batter products</p> <p>1.4 Identify potential faults for a range of fermented dough and batter products</p> <p>1.5 Correct products that do not meet quality requirements</p>

	<p>1.6 Explain techniques for the production of fermented dough and batter products, including</p> <ul style="list-style-type: none"> • traditional, classical and modern skills and techniques • culinary science • contemporary styles <p>1.7 List appropriate flavour combinations</p> <p>1.8 Explain considerations when balancing ingredients in recipes for fermented dough and batter products</p> <p>1.9 Explain the effect of preparation and cooking methods on the end product</p> <p>1.10 Describe how to control time, temperature and environment to achieve desired outcome when producing fermented dough and batter products</p>
2. Finish fermented dough and batter products	<p>2.1 Finish fermented dough and batter products</p> <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>2.2 Check the finished product meets dish requirements</p> <p>2.3 Present products to meet styles of service</p> <p>2.4 Store fermented dough and batter products correctly</p> <p>2.5 Identify relevant fillings, glazes, creams and icings for fermented dough and batter products</p> <p>2.6 Identify ingredients in fermented dough and batter products that may cause allergic reactions</p>

	<p>2.7 Calculate food costs for producing fermented dough and batter products</p> <p>2.8 Explain how food costs and other factors affect profit when producing fermented dough and batter products</p>
<p>Mapping to National Occupational Standards Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) 3FPC4/10</p>	

Supporting Unit Information

L/601/6568 Produce fermented dough and batter products – Level 3

Indicative Content

The learner should be introduced to a range of production methods (including industrial batch and continuous) appropriate for saleable Fermented dough and batter and should include commodity/product knowledge, fault analysis and correction, presentation, costing and pricing. For example:

Learning Outcome 1

- Fermented doughs: artisanal and regional (European and UK) breads (sour doughs, specialist flours, extended ferments), Danish pastries, croissants, flatbreads, speciality doughs (walnut and sultana bread, salt and harvest doughs) Enriched - Brioche
- Batters: Savarins, babas, blinis, pikelets and crumpets

Learning Outcome 2

- Finishing methods: plaiting and plaits, effects of steam in the process on finished product
- Effect of bread improvers
- Finishing methods: water icing, glazes (apricot, gums), syrups

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. The Knowledge Questions and Practical Assessment Tasks provided by ABC make up the major part of the portfolio. Centres may wish to supplement this with additional evidence as appropriate, or produce their own evidence. This may include any or all of the following*

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective statements and feedback

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.

These can be electronic (e.g. memory stick) and/or paper based

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request.

Additional Information

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Produce Biscuits, Cakes and Sponges

Unit Reference	R/601/6569
Level	3
Credit Value	6
Guided Learning Hours	49
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
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.8) <i>The learner can</i>
1. Produce biscuits, cakes and sponges	<p>1.1 Perform operations in line with current professional practices</p> <p>1.2 Produce biscuits, cakes and sponges to recipe specifications</p> <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>1.3 Carry out quality checks during production of biscuits, cakes and sponges</p> <p>1.4 Identify potential faults for a range of biscuits, cakes and sponges</p> <p>1.5 Correct products that do not meet quality</p>

	<p>requirements</p> <p>1.6 Explain techniques for the production of biscuits, cakes and sponges, including</p> <ul style="list-style-type: none"> • construction • traditional, classical and modern skills and techniques • culinary science • contemporary styles <p>1.7 List appropriate flavour combinations</p> <p>1.8 Explain considerations when balancing ingredients in recipes for biscuits, cakes and sponges</p> <p>1.9 Explain the effect of preparation and cooking methods on the end product</p> <p>1.10 Describe how to control time, temperature and environment to achieve desired outcome when producing biscuits, cakes and sponges</p>
<p>2. Finish biscuits, cakes and sponges</p>	<p>2.1 Finish biscuits, cakes and sponges</p> <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>2.2 Check the finished product meets dish requirements</p> <p>2.3 Present products to meet styles of service</p> <p>2.4 Store biscuits, cakes and sponges correctly</p> <p>2.5 Identify relevant fillings, glazes, creams and icings for biscuits, cakes and sponges</p>

	<p>2.6 Identify ingredients in biscuits, cakes and sponges that may cause allergic reactions</p> <p>2.7 Calculate food costs for producing biscuits, cakes and sponges</p> <p>2.8 Explain how food costs and other factors affect profit when producing biscuits, cakes and sponges</p>
<p>Mapping to National Occupational Standards Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) 3FPC5/10</p>	

Supporting Unit Information

R/601/6569 Produce biscuits, cakes and sponges – Level 3

Indicative Content

The learner should be introduced to a range of production methods appropriate to saleable biscuits, cakes and sponges, and should include commodities, fault analysis and correction, presentation, costing and pricing. For example:

Learning Outcome 1

- Biscuits: tuiles and derivatives (coconut, almond, dentelle, chocolate), sablé, Viennese, Japonaise, Dutch biscuits and other petits fours secs
- Cakes and sponges:
- Sugar batter (e.g. Madeira, seasonal/celebration cakes, fruit, pain de gene and frangipane, lemon cake, banana cake)
- melting method (e.g. parkin, chocolate brownies, bannocks)
- flour batter (e.g. Madeleines), fatless sponge (e.g. Swiss roll, roulades, dacquoise, Japonaise)
- separated egg (e.g. biscuit joconde, Sacher sponge, Othello type)
- whole egg foams (e.g. genoise)
- aerated egg white method (e.g. Financiers)
- miscellaneous (e.g. Welsh cakes, pain d'épice, American style muffins and derivatives)
- Genoese based petit fours glacés

Learning Outcome 2

- Finishing methods may include: piping, piped motifs, run outs, cigarettes, cut outs, moulding
- Fillings and glazes may include: fondant, fresh and 'imitation' cream, Crème Pâtisserie and derivatives, royal and water icings, chocolate and ganache, jams, jellies and curds

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

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- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective statements and feedback

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All evidence must be clearly signposted and made available for the external moderator upon request.

Additional Information

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Produce Paste Products

Unit reference	K/601/6562
Level	3
Credit Value	4
Guided Learning Hours	38
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
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.8) <i>The learner can</i>
1. Produce paste products	<p>1.1 Perform operations in line with current professional practices</p> <p>1.2 Produce paste products to recipe specifications</p> <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>1.3 Carry out quality checks during production of paste products</p> <p>1.4 Identify potential faults for a range of paste products</p> <p>1.5 Correct products that do not meet quality requirements</p>

	<p>1.6 Explain techniques for the production of paste products, including</p> <ul style="list-style-type: none"> • construction • traditional, classical and modern skills and techniques • culinary science • contemporary styles <p>1.7 List appropriate flavour combinations</p> <p>1.8 Explain considerations when balancing ingredients in recipes for paste products</p> <p>1.9 Explain the effect of preparation and cooking methods on the end product</p> <p>1.10 Describe how to control time, temperature and environment to achieve desired outcome when producing paste products</p>
2. Finish paste products	<p>2.1 Finish paste products</p> <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>2.2 Check the finished product meets dish requirements</p> <p>2.3 Present products to meet styles of service</p> <p>2.4 Store paste products correctly</p> <p>2.5 Identify relevant fillings, glazes, creams and icings for paste products</p> <p>2.6 Identify ingredients in paste products that may cause allergic reactions</p>

	<p>2.7 Calculate food costs for producing paste products</p> <p>2.8 Explain how food costs and other factors affect profit when producing paste products</p>
<p>Mapping to National Occupational Standards Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) 3FPC6/10 3FPC8/10</p>	

Supporting Unit Information

K/601/6562 Produce paste products – Level 3

Indicative Content

The learner should be introduced to a range of production methods appropriate for saleable paste products, and should include commodities, fault analysis and correction, presentation, costing and pricing. For example:

Learning Outcome 1

- Pastes: sweet, puff, choux (incl Beignets), sablé, hot water, strudel, filo, linzer, short pastry, combinations – for example: choux based gateaux and including savoury applications

Learning Outcome 2

- Finishing methods: use of fondant, quadrillage, chocolate, scoring, lattice, caramelisation
- Fillings and creams: frangipane, fresh and 'imitation' cream, Crème Pâtisserie and derivatives
- Glazes: fruit/wine glazes, royal and water icings, chocolate and ganache, jams, jellies/gels and curds, gums and starches – gum Arabic, pectin, arrowroot, féculé, egg/yolk wash glazes

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Minimum requirements when assessing this unit

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Evidence Of Achievement

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- reports / notes
- worksheets / workbooks
- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective statements and feedback

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.

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Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request.

Additional Information

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk under Catering.

Produce Petits Fours

Unit Reference	A/601/6565
Level	3
Credit Value	6
Guided Learning Hours	56
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
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.8) <i>The learner can</i>
1. Produce petits fours	<p>1.1 Perform operations in line with current professional practices</p> <p>1.2 Produce petits fours, including glacé, sec and confiserie variée, to recipe specifications</p> <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>1.3 Carry out quality checks during production of petits fours</p> <p>1.4 Identify potential faults for a range of petits fours</p> <p>1.5 Correct products that do not meet quality requirements</p>

	<p>1.6 Explain techniques for the production of petits fours, including</p> <ul style="list-style-type: none"> • importance of consistency • traditional, classical and modern skills and techniques • culinary science • contemporary styles <p>1.7 List appropriate flavour combinations</p> <p>1.8 Explain considerations when balancing ingredients in recipes for petits fours</p> <p>1.9 Explain the effect of preparation and cooking methods on the end product</p> <p>1.10 Describe how to control time, temperature and environment to achieve desired outcome when producing petits fours</p>
2. Finish petits fours	<p>2.1 Finish petits fours</p> <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>2.2 Check the finished product meets dish requirements</p> <p>2.3 Present products to meet styles of service</p> <p>2.4 Store petits fours correctly</p> <p>2.5 Identify relevant fillings, glazes, creams and icings for petits fours</p> <p>2.6 Identify ingredients in petits fours that may cause allergic reactions</p> <p>2.7 Calculate food costs for producing petits fours</p>

	2.8 Explain how food costs and other factors affect profit when producing petits fours
Mapping to National Occupational Standards Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) 3FPC8/10	

Supporting Unit Information

A/601/6565 Produce petits fours – Level 3

Indicative Content

The learner should be introduced to a range of production methods appropriate for saleable petits fours, and should include commodities, fault analysis and correction, presentation, costing and pricing. For example:

Learning Outcome 1

- Petits fours:
- Glacé: fruits désguisés, fruits au caramel, fondant dips, Carolines au chocolat
- Sec: rout and macaroon, carré de vigne, Rothchilds, boules de neige, Florentines, galettes
- Confiserie variée: Turkish delight, fudge, nougat montelimar, dipped chocolate, truffles

Learning Outcome 2

- Fillings, creams and glazes may include (in addition to those described above): Gum Arabic, air-brush/spray colour, fondant, fresh and 'imitation' cream, Crème Pâtissière derivatives, royal and water icings, chocolate and ganache, jams, jellies and curds

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. The Knowledge Questions and Practical Assessment Tasks provided by ABC make up the major part of the portfolio. Centres may wish to supplement this with additional evidence as appropriate, or produce their own evidence. This may include any or all of the following*

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective statements and feedback

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.

These can be electronic (e.g. memory stick) and/or paper based

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external

moderator upon request.

Additional Information

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk under Catering.

Produce Display Pieces and Decorative Items

Unit Reference	R/601/6572
Level	3
Credit Value	5
Guided Learning Hours	39
Unit Summary	This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish decorative items
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.5) <i>The learner can</i>
1. Produce display pieces and decorative items	<p>1.1 Perform operations in line with current professional practices</p> <p>1.2 Design display pieces and decorative items for production</p> <p>1.3 Produce display pieces and decorative items to design specifications</p> <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>1.4 Carry out quality checks during production of display pieces and decorative items</p> <p>1.5 Identify potential faults for a range of display pieces and decorative items</p>

	<p>1.6 Correct pieces and items that do not meet quality requirements</p> <p>1.7 Explain techniques for the production of display pieces and decorative items, including</p> <ul style="list-style-type: none"> • construction techniques • traditional, classical and modern skills and techniques • culinary science • contemporary styles <p>1.8 Explain key design considerations for display pieces and decorative items</p> <p>1.9 Describe how to control time, temperature and environment to achieve desired outcome when producing display pieces and decorative items</p>
2. Finish display pieces and decorative items	<p>2.1 Finish display pieces and decorative items</p> <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles <p>2.2 Check the finished product meets dish requirements</p> <p>2.3 Store display pieces and decorative items correctly</p> <p>2.4 Describe finishes for display pieces and decorative items</p> <p>2.5 Calculate costs for producing display pieces and decorative items</p>
Mapping to National Occupational Standards	

Level 3 NVQ Diploma in Professional Cookery (Patisserie and
Confectionery)
3FPC8/10

Supporting Unit Information

R/601/6572 Produce display pieces and decorative items – Level 3

Indicative Content

The learner should be introduced to a range of production methods appropriate for display, and should include commodities, fault analysis and correction, presentation, costing and pricing. For example:

Learning Outcome 1

- Items and techniques (using free-hand, using templates, shapes and moulds):
- sugar (poured, spun, piped, pulled, rock, moulded, blown, nougatine and croquant, praline, croquembouche)
- chocolate incl. tempering and handling (piped, shaped, moulding, acetate, flat sheeting, cutting, spraying)
- pastillage and marzipan (rolling, cutting, shaping, moulding, manipulation, colouring, drying, modelling)
- salt dough exhibition/decorative pieces (Harvest breads)

Learning Outcome 2

- Learners should be able to combine appropriate techniques described to produce a decorative item for display in a suitable setting. The finished item should ideally represent the culmination of skills developed in the unit and demonstrate flair and artistic capacity of the candidate. The piece may be assessed in a competitive environment.
- In addition to the technical skills required, learners must be able to give details of the costs, storage and safety risks involved, identify potential and actual faults and their correction

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. The Knowledge Questions and Practical Assessment Tasks provided by ABC make up the major part of the portfolio. Centres may wish to supplement this with additional evidence as appropriate, or produce their own evidence. This may include any or all of the following*

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective statements and feedback

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.

These can be electronic (e.g. memory stick) and/or paper based

Assessors may use any method that is reliable, valid and fit for purpose.

Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request.

Additional Information

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk under Catering.

Appendices

Recognition of Prior Learning (RPL), Exemption and Credit Transfer

ABC Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within ABC qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the ABC qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to ABC.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – ABC may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - original certificates OR
 - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is

a real copy and make these available for scrutiny by the External Moderator.

- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

ABC encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Certification

Learners will be certificated for all units and qualifications that are claimed.

ABC's policies and procedures are available on the ABC web site in the Examination Officers' Guide.

Glossary of Terms

GLH (Guided Learning Hours)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work

- Rehearsing a presentation away from the classroom
- Practising skills unsupervised