

LEVEL 2 CERTIFICATE IN GENERAL PATISSERIE AND CONFECTIONERY

SAMPLE UNIT FROM QUALIFICATION GUIDANCE

50106065

When centres are approved to run an ABC qualification, they are given access to a wide range of resources and information in the restricted area of the ABC web site

Each qualification has a Qualification Guide giving providers more details to help with delivery and guidance. Here is a sample unit from the Guide.

Check the ABC website for other resources available to help in the delivery and assessment of ABC qualifications

Unit Details

The sample below is taken from the Qualification Guide with Learning Outcomes / Assessment Criteria and supporting information

One of the four Mandatory Units:

Unit Title	L/601/6506 Produce hot and cold desserts and puddings
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	This unit is for learners being taught prep/cooking/finishing of hot and cold desserts and puddings for service
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.7) <i>The learner can</i>
1. Prepare and cook cold desserts	1.1 Identify different types of cold dessert 1.2 Identify quality points of ingredients for cold desserts 1.3 Prepare and cook cold desserts using correct equipment 1.4 Apply quality points to each stage of the process 1.5 State how to adjust the quantity of ingredients to give the correct portion yield from cold desserts 1.6 Demonstrate safe and hygienic practices 1.7 Describe preparation and cooking methods for cold desserts
2. Finish cold desserts	2.1 Finish and present cold desserts using correct equipment 2.2 Describe the quality points when finishing cold desserts 2.3 Describe finishing and decorating techniques 2.4 Identify sauces, creams and coulis that may be served with cold desserts 2.5 Check the finished product meets dish requirements

	<p>2.6 Identify correct holding and storage procedures for finished products</p> <p>2.7 Identify ingredients in cold desserts that may cause allergic reactions</p>
<p>3. Prepare and cook hot desserts and puddings</p>	<p>3.1 Identify different types of hot desserts and puddings</p> <p>3.2 Identify quality points of ingredients for hot desserts and puddings</p> <p>3.3 Prepare and cook hot desserts and puddings using correct equipment</p> <p>3.4 Apply quality points to each stage of the process</p> <p>3.5 State how to adjust the quantity of ingredients to give the correct portion yield from hot desserts and puddings</p> <p>3.6 Demonstrate safe and hygienic practices</p> <p>3.7 Describe preparation and cooking methods for hot desserts and puddings</p>
<p>4. Finish hot desserts and puddings</p>	<p>4.1 Finish and present hot desserts and puddings using correct equipment</p> <p>4.2 Describe the quality points when finishing hot desserts and puddings</p> <p>4.3 Describe finishing and decorating techniques</p> <p>4.4 Identify sauces, creams and coulis that may be served with hot desserts and puddings</p> <p>4.5 Check the finished product meets dish requirements</p> <p>4.6 Identify correct holding and storage procedures for finished products</p> <p>4.7 Identify ingredients in hot desserts and puddings that may cause allergic reactions</p>
<p>Mapping to National Occupational Standards Level 2 NVQ Diploma in Professional Cookery 2FPC14/10</p>	

SUPPORTING UNIT INFORMATION

L/601/6506 Produce hot and cold desserts and puddings – Level 2

INDICATIVE CONTENT

The learner should be introduced to a range of production methods appropriate for saleable hot and cold puddings and should include commodity/ingredient knowledge, storage and handling. For example:

Learning Outcome 1

- Cold desserts may include use of gelatine and gels, fruit and wine jellies, baked egg custards and simple derivatives, mousses and basic bavarois, rice desserts, compotes and fruit-based desserts, ice cream based, meringue-based, convenience products. Coupes and sundaes

Learning Outcome 2

- Finishing methods for cold desserts may include: piping and piped motifs, run outs, cigarettes, cut outs, moulding, chocolate transfer sheets
- Accompaniments for cold desserts, biscuits, creams, etc.

Learning Outcome 3

- Hot desserts and puddings may include batter based including beignets, soufflés, sponge based, milk puddings, cereal, suet paste based, fruit based, crêpes, convenience products

Learning Outcome 4

- Accompaniments and finishing for hot desserts: Jam based sauces, coulis, Sauce à l'anglaise and derivatives, caramelisation, Creams, convenience products, liqueur syrups, etc.

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.