

ABC Awards

SEG Awards ABC Level 2 Certificate in General Patisserie and Confectionery

Qualification Guidance

[50106065]

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 2 Certificate in General Patisserie and Confectionery

Qualifications	
Level 2 Certificate in General Patisserie and Confectionery	
Regulation	The qualification identified above is regulated by Ofqual
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	30/06/2019
Operational End Date	15/07/2021
Certification End Date	31/07/2022
ABC Sector	Catering
Ofqual SSA Sector	07.4 Hospitality and Catering
Stakeholder support	People 1st
Contact	See ABC website for the Centre Support Officer responsible for this qualification

Level 2 Certificate in General Patisserie and Confectionery

Rules of Combination: Learners must achieve 14 credits from the 4 Mandatory units.

Unit	Unit Number	Level	Credit Value	GLH
Mandatory Units				
Produce hot and cold desserts and puddings	[L/601/6506]	2	3	24
Produce biscuit, cake and sponge products	[A/601/6503]	2	4	28
Produce paste products	[Y/601/6508]	2	3	20
Produce fermented dough products	[J/601/6505]	2	4	28

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	50106065					
Recommended GLH²	100					
Recommended TQT³						
Credit Value						
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 fee charged per credit.					
Additional Information	Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption ABC Awards has provided Knowledge Questions and Practical Assessment Tasks for each unit to					

² See Glossary of Terms

³ See Glossary of Terms

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

If a centre wishes to devise alternative assessment tasks, they must contact the appropriate ABC administrator.

Practical Tasks for each unit are graded Pass, Merit, Distinction. Learners will need to provide evidence to support the additional Merit/Distinction criteria.

N.B. the overall grade for the qualification is Pass.

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 2 Certificate 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.

Aims

The ABC Level 2 Certificate in General Patisserie and Confectionery aims to enable learners to develop the knowledge, skills and understanding to produce patisserie and confectionery products.

Target Group

This qualification is designed for learners aged 14+ 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 ABC Level 2 Certificate in **Professional** Patisserie and Confectionery (32 credits). Learners who complete the Level 2 Certificate in **General** Patisserie and Confectionery (14 credits) may wish to add other units to gain the larger qualification.

Learners may progress onto the Level 3 Certificate in General Patisserie and Confectionery and/or the Level 3 Diploma in Professional Patisserie and Confectionery.

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 and Cold Desserts and Puddings

Unit Reference	L/601/6506
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	<p>1.1 Identify different types of cold dessert</p> <p>1.2 Identify quality points of ingredients for cold desserts</p> <p>1.3 Prepare and cook cold desserts using correct equipment</p> <p>1.4 Apply quality points to each stage of the process</p> <p>1.5 State how to adjust the quantity of ingredients to give the correct portion yield from cold desserts</p> <p>1.6 Demonstrate safe and hygienic practices</p> <p>1.7 Describe preparation and cooking methods for cold desserts</p>

<p>2. Finish cold desserts</p>	<p>2.1 Finish and present cold desserts using correct equipment</p> <p>2.2 Describe the quality points when finishing cold desserts</p> <p>2.3 Describe finishing and decorating techniques</p> <p>2.4 Identify sauces, creams and coulis that may be served with cold desserts</p> <p>2.5 Check the finished product meets dish requirements</p> <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.

Produce Biscuit, Cake and Sponge Products

Unit Reference	A/601/6503
Level	2
Credit Value	4
Guided Learning Hours	28
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. Prepare and cook biscuit, cake and sponge products	<p>1.1 Identify different types of biscuit, cake and sponge product</p> <p>1.2 Identify the quality points of the main ingredients for biscuit, cake and sponge products</p> <p>1.3 Prepare biscuit products for baking</p> <p>1.4 Prepare and cook cake and sponge mixtures for baking</p> <p>1.5 Demonstrate use of the correct tools and equipment to prepare and cook biscuit, cake and sponge products</p> <p>1.6 State the uses for biscuit, cake and sponge products</p> <p>1.7 State how to adjust the quantity of ingredients</p>

	<p>to give the correct portion yield from biscuit, cake and sponge products</p> <p>1.8 Demonstrate safe and hygienic practices</p> <p>1.9 Describe the preparation and cooking methods for biscuit, cake and sponge products</p>
<p>2. Finish biscuit, cake and sponge products</p>	<p>2.1 Use tools and equipment in the finishing of biscuit, cake and sponge products</p> <p>2.2 Describe the quality points when checking finished biscuit, cake and sponge products</p> <p>2.3 Identify fillings, glazes, creams and icings that may be used to finish biscuit, cake and sponge products</p> <p>2.4 Finish and present biscuit, cake and sponge products</p> <p>2.5 Describe finishing and decorating techniques</p> <p>2.6 Check the finished product meets dish requirements</p> <p>2.7 State the storage procedures for finished products</p> <p>2.8 Identify ingredients in biscuit, cake and sponge products that may cause allergic reactions</p>
<p>Mapping to National Occupational Standards Level 2 NVQ Diploma in Professional Cookery 2FPC11/10</p>	

Supporting Unit Information

A/601/6503 Produce biscuit, cake and sponge products - Level 2

Indicative Content

The learner should be introduced to a range of production methods appropriate to saleable biscuits, cakes and sponge products, and should include commodity/ingredient knowledge, storage and handling. For example:

Learning Outcome 1

- Biscuits: Piped, cut by cutter, cut from dough, moulded, for example: biscuits à la cuillère, shortbread, cookies, langue du chat, sablé à la poche
- Cakes and sponges: Sugar and flour batters, mechanical, chemical aeration, for example: Scones and derivatives, soda breads, fruit and celebration cakes, muffins and cup cakes, Madeira, cherry, Victoria, regional varieties, Genoise, Genoese, Swiss rolls

Learning Outcome 2

- Finishing methods may include: coating and frosting, 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

*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 Paste Products

Unit Reference	Y/601/6508
Level	2
Credit Value	3
Guided Learning Hours	20
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. Prepare and cook paste products	<p>1.1 Identify different types of paste product</p> <p>1.2 Identify the quality points of the main ingredients</p> <p>1.3. Use correct tools and equipment to prepare and cook paste products, including</p> <ul style="list-style-type: none"> • short • sweet • puff • choux <p>1.4 State the uses for paste products</p> <p>1.5 State how to adjust the quantity of ingredients to give the correct portion yield from paste products</p> <p>1.6 Demonstrate safe and hygienic practices</p>

	1.7 Describe the preparation and cooking methods for paste products
2. Finish paste products	<p>2.1 Use tools and equipment in the finishing of paste products</p> <p>2.2 Describe the quality points when checking finished paste products</p> <p>2.3 Identify fillings, glazes, creams and icings that may be used to finish paste products</p> <p>2.4 Finish and present paste products</p> <p>2.5 Describe finishing and decorating techniques</p> <p>2.6 Check the finished product meets dish requirements</p> <p>2.7 State the storage procedures for finished products</p> <p>2.8 Identify ingredients in paste products that may cause allergic reactions</p>
<p>Mapping to National Occupational Standards Level 2 NVQ Diploma in Professional Cookery 2FPC10/10</p>	

Supporting Unit Information

Y/601/6508 Produce paste products – Level 2

Indicative Content

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

Learning Outcome 1

- Short: pasties, savoury flans, pasties and pies
- Sweet: fruit tarts, flans, barquettes, combinations for example with Frangipane
- Puff: paste and convenience puff paste (incl rough puff), vols au vent, Eccles cakes, sausage rolls
- Choux: profiteroles and éclairs, beignets soufflés, gnocchi parisienne
- Suet: puddings based on suet paste – steak and kidney, Sussex pond, jam roly-poly
- May include manufactured 'Bake-off' items

Learning Outcome 2

Finishing: might include

- Glazes: egg washes, milk, jams, jellies and gels, caramelising
- Dips and coatings: Water icing, chocolate, sugar
- Fillings: Cream – fresh and artificial, Crème Patissière, convenience products

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 Products

Unit Reference	J/601/6505
Level	2
Credit Value	4
Guided Learning Hours	28
Unit Summary	This unit is for learners being taught prep/cooking/finishing of fermented dough 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. Prepare and cook fermented dough products	<p>1.1 Identify different types of fermented dough products</p> <p>1.2 Identify quality points of the main ingredients for fermented dough products</p> <p>1.3 Prepare fermented dough products for baking</p> <p>1.4 Use correct tools and equipment to prepare and cook fermented dough products</p> <p>1.5 State the uses of fermented dough products</p> <p>1.6 State how to adjust the quantity of ingredients to give the correct portion yield from fermented dough products</p> <p>1.7 Demonstrate safe and hygienic practices</p> <p>1.8 Describe preparation and cooking methods for fermented dough products</p>

	1.9 State storage procedures for raw dough
2. Finish fermented dough products	<p>2.1 Use correct tools and equipment in the finishing of fermented dough products</p> <p>2.2 Describe the quality points when checking finished fermented dough products</p> <p>2.3 Identify fillings, glazes, creams and icings that may be used for fermented dough products</p> <p>2.4 Finish and present fermented dough products</p> <p>2.5 Describe finishing and decorating techniques</p> <p>2.6 Check the finished product meets dish requirements</p> <p>2.7 State the storage procedures for finished fermented dough products</p> <p>2.8 Identify ingredients in fermented dough products that may cause allergic reactions</p>
<p>Mapping to National Occupational Standards Level 2 NVQ Diploma in Professional Cookery 2FPC9/10</p>	

Supporting Unit Information

J/601/6505 Produce fermented dough products – Level 2

Indicative Content

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

Learning Outcome 1

- Batch, tin loaves and rolls: dinner, barmes and baps, rolls, loaves (wholemeal, granary, white, malted), bun dough and fruit breads, doughnuts and derivative types. Introduced to plaits and plaiting, shaping and styling of bread
- 'Continental' and specialist simple breads: naans and pittas, focaccia, Stollen and seasonal, campagne, Rye etc.

Learning Outcome 2

- Effect of bread improvers
- Finishing may include: egg wash, sugar syrup, seeds, vegetables (caramelised onions), flour, cheese etc., water icing

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
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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.

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
- Requesting guidance via email – will not guarantee an immediate response.