

SEG Awards Level 3 Certificate in General Patisserie and Confectionery

Qualification Guidance

Level 3 Certificate – 603/7813/X



About Us

At the Skills and Education Group Awards 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.

Skills and Education Group Awards 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: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is C3314-03.

Version	Date	Details of change
1.0	January 2022	Newly redeveloped qualification
2.0	September 2024	Updated review date
2.1	August 2025	Updated review date to 30/09/2025

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

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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.

Introduction

The newly redeveloped SEG Awards Level 3 Certificate in General Patisserie and Confectionery is largely based on the previous Level 3 Certificate in General Patisserie and Confectionery. The qualification structure has minor changes overall, with improvements to the learning outcomes and assessment criteria. There are six mandatory units, which are designed to provide learners with the essential knowledge, skills and understanding to produce patisserie and confectionery products to a high quality, service standard.

This qualification is part of the patisserie and confectionery pathway of the Northern Ireland Catering and Professional Chefs – Level 3 Apprenticeship Framework. You can complete this qualification as part of the apprenticeship or on its own.

Pre-requisites

There are no specific entry requirements for this qualification. However, it is advisable to have some prior knowledge of the industry, for example: SEG Awards Level 2 Certificate in General Patisserie and Confectionery.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Aims

The SEG Awards 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 and techniques in this area.

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 3 Certificate in General Patisserie and Confectionery

Learners must achieve 31 credits from the six mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group A				
Produce hot, cold and frozen desserts	J/618/8310	3	4	36
Produce fermented dough and batter products	L/618/8311	3	5	37
Produce biscuits, cakes and sponges	R/618/8312	3	5	42
Produce paste products	Y/618/8313	3	5	40
Produce petit fours	D/618/8314	3	6	56
Produce display pieces and decorative items	H/618/8315	3	6	57

Practical Assessment Tasks

Skills and Education Group Awards provides 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, on our Online Registration System, in the Assessment Guidance document.

The overall grade for the qualification is pass or fail only. Practical tasks for each unit are graded pass, merit or distinction. Learners will need to provide evidence to support the additional merit or distinction criteria, which can be found in the Assessment Guidance document.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or

learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Learners may progress onto other relevant competence-based qualifications, for example:

- Level 3 NVQ Diploma in Professional Cookery

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

Tutor/Assessor Requirements

We require those involved in the assessment process to be suitably experienced and / or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification								
SEG Awards Level 3 Certificate in General Patisserie and Confectionery – 603/7813/X								
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by <ul style="list-style-type: none"> • Ofqual • CCEA in Northern Ireland 							
Assessment	<ul style="list-style-type: none"> • Internal assessment • Internal and external moderation 							
Type of Funding Available	See FaLA (Find A Learning Aim)							
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges							
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC) The overall grade for the qualification is pass or fail only. Practical tasks for each unit are graded pass, merit or distinction. Learners will need to provide evidence to support the additional merit or distinction criteria.							
Operational Start Date	01/01/2022							
Review Date	31/09/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	268 hours							
Total Qualification Time TQT)	310 hours							
Credit Value	31							
Skills and Education Group Awards Sector	Patisserie and Confectionery							
Ofqual SSA Sector	7.4 Hospitality and Catering							
Support from Trade Associations/Stakeholder Support								
Administering Office	See Skills and Education Group Awards website							

Produce Hot, Cold and Frozen Desserts

Unit Reference	J/618/8310
Level	3
Credit Value	4
Guided Learning	36 hours
Unit Summary	In this unit, learners will be able to develop their knowledge, understanding and skills to prepare, cook and finish hot, cold and frozen desserts for service.
Learning Outcomes (1 to 3) <i>The learner will:</i>	Assessment Criteria (1.1 to 3.5) <i>The learner can:</i>
1. Produce hot, cold and frozen desserts	<p>1.1. Demonstrate the five principles of HACCP in the preparation and cooking of hot, cold and frozen desserts</p> <p>1.2. Prepare and cook traditional, classical and contemporary hot, cold and frozen desserts to meet recipe specifications</p> <p>1.3. Carry out standardisation checks during production of hot, cold and frozen desserts to ensure quality products, correcting those that do not meet quality requirements</p> <p>1.4. Demonstrate techniques and skills in the preparation and cooking of traditional, classical and contemporary hot, cold and frozen desserts</p> <p>1.5. Demonstrate how different flavour combinations can be applied to traditional, modern and contemporary styles</p>

<p>2. Understand factors that can impact the production of hot, cold and frozen desserts</p>	<p>2.1. Determine the causes of a range of potential faults that may arise in the preparation and cooking of hot, cold and frozen desserts and how they may be rectified</p> <p>2.2. Explain considerations when balancing ingredients in recipes for hot, cold and frozen desserts</p> <p>2.3. Assess the importance of controlling and monitoring time and temperature when preparing and cooking hot, cold and frozen desserts</p> <p>2.4. Evaluate and calculate how food costs and desired profit margins affect the production of hot, cold and frozen desserts</p>
<p>3. Finish hot, cold and frozen desserts</p>	<p>3.1. Apply finishing techniques to hot, cold and frozen desserts using classical, modern and contemporary styles</p> <p>3.2. Assess the finished product to ensure it meets dish and service requirements</p> <p>3.3. Explain with reasons, the storage requirements for hot, cold and frozen desserts</p> <p>3.4. Demonstrate the application of various finishes for serving hot, cold and frozen desserts</p> <p>3.5. Suggest alternative ingredients that may be used in the production of hot, cold and frozen desserts to meet specific dietary needs</p>
<p>Mapping to National Occupational Standards 3FPC12/10 3FPC13/10</p>	

Produce Fermented Dough and Batter Products

Unit Reference	L/618/8311
Level	3
Credit Value	5
Guided Learning	37 hours
Unit Summary	In this unit, learners will be able to develop their knowledge, understanding and skills to prepare, cook and finish fermented dough and batter products for service.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.5) <i>The learner can</i>
1. Produce fermented dough and batter products	<p>1.1. Demonstrate the five principles of HACCP in the preparation and cooking of fermented dough and batter products</p> <p>1.2. Prepare and cook traditional, classical and contemporary fermented dough and batter products to meet recipe specifications</p> <p>1.3. Carry out standardisation checks during production of fermented dough and batter products to ensure quality products, correcting those that do not meet quality requirements</p> <p>1.4. Demonstrate techniques and skills in the preparation and cooking of traditional, classical and contemporary fermented dough and batter products</p> <p>1.5. Demonstrate how different flavour combinations can be applied to traditional, modern and contemporary styles</p>

<p>2. Understand factors that can impact the production of fermented dough and batter products</p>	<p>2.1. Determine the causes of a range of potential faults that may arise in the preparation and cooking of fermented dough and batter products and how they may be rectified</p> <p>2.2. Explain considerations when balancing ingredients in recipes for fermented dough and batter products</p> <p>2.3. Assess the importance of controlling and monitoring time and temperature when preparing and cooking fermented dough and batter products</p> <p>2.4. Evaluate and calculate how food costs and desired profit margins affect the production of fermented dough and batter products</p>
<p>3. Finish fermented dough and batter products</p>	<p>3.1. Apply finishing techniques to fermented dough and batter products using classical, modern and contemporary styles</p> <p>3.2. Assess the finished product to ensure it meets dish and service requirements</p> <p>3.3. Explain with reasons, the storage requirements for fermented dough and batter products</p> <p>3.4. Demonstrate the application of various finishes for serving fermented dough and batter products</p> <p>3.5. Suggest alternative ingredients that may be used in the production of fermented dough and batter products to meet specific dietary needs</p>
<p>Mapping to National Occupational Standards 3FPC4/10</p>	

Produce Biscuits, Cakes and Sponges

Unit Reference	R/618/8312
Level	3
Credit Value	5
Guided Learning	42 hours
Unit Summary	In this unit, learners will be able to develop their knowledge, understanding and skills to prepare, cook and finish biscuit, cake and sponge products for service.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.5) <i>The learner can</i>
1. Produce biscuits, cakes and sponges	<p>1.1. Demonstrate the five principles of HACCP in the preparation and cooking of biscuits, cakes and sponges</p> <p>1.2. Prepare and cook traditional, classical and contemporary biscuits, cakes and sponges to meet recipe specification</p> <p>1.3. Carry out standardisation checks during production of biscuits, cakes and sponge to ensure quality products, correcting those that do not meet quality requirements</p> <p>1.4. Demonstrate techniques and skills in the preparation and cooking of traditional, classical and contemporary biscuits, cakes and sponges</p> <p>1.5. Demonstrate how different flavour combinations can be applied to traditional, modern and contemporary styles</p>
2. Understand factors that can impact the production of biscuits, cakes and sponges	<p>2.1. Determine the causes of a range of potential faults that may arise in the preparation and cooking of biscuits, cakes and sponges and how they may be rectified</p> <p>2.2. Explain considerations when balancing ingredients in recipes for biscuits, cakes and sponges</p>

	<p>2.3. Assess the importance of controlling and monitoring time and temperature when preparing and cooking biscuits, cakes and sponges</p> <p>2.4. Evaluate and calculate how food costs and desired profit margins affect the production of biscuits, cakes and sponges</p>
3. Finish biscuits, cakes and sponges	<p>3.1. Apply finishing techniques to biscuits, cakes and sponges using classical, modern and contemporary styles</p> <p>3.2. Assess the finished product to ensure it meets dish and service requirements</p> <p>3.3. Explain with reasons, the storage requirements for biscuits, cakes and sponges</p> <p>3.4. Demonstrate the application of various finishes for serving biscuits, cakes and sponges</p> <p>3.5. Suggest alternative ingredients that may be used in the production of biscuits, cakes and sponges to meet specific dietary needs</p>
Mapping to National Occupational Standards 3FPC5/10	

Produce Paste Products

Unit Reference	Y/618/8313
Level	3
Credit Value	5
Guided Learning	40 hours
Unit Summary	In this unit, learners will be able to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.5) <i>The learner can</i>
1. Produce paste products	<p>1.1. Demonstrate the five principles of HACCP in the preparation and cooking of paste products</p> <p>1.2. Prepare and cook traditional, classical and contemporary paste products to meet recipe specifications</p> <p>1.3. Carry out standardisation checks during production of paste products to ensure quality products, correcting those that do not meet quality requirements</p> <p>1.4. Demonstrate techniques and skills in the preparation and cooking of traditional, classical and contemporary paste products</p> <p>1.5. Demonstrate how different flavour combinations can be applied to traditional, modern and contemporary styles</p>
2. Understand factors that can impact the production of paste products	<p>2.1. Determine the causes of a range of potential faults that may arise in the preparation and cooking of paste products and how they may be rectified</p> <p>2.2. Explain considerations when balancing ingredients in recipes for paste products</p>

	<p>2.3. Assess the importance of controlling and monitoring time and temperature when preparing and cooking paste products</p> <p>2.4. Evaluate and calculate how food costs and desired profit margins affect the production of paste products</p>
3. Finish paste products	<p>3.1. Apply finishing techniques to paste products using classical, modern and contemporary styles</p> <p>3.2. Assess the finished product to ensure it meets dish and service requirements</p> <p>3.3. Explain with reasons, the storage requirements for paste products</p> <p>3.4. Demonstrate the application of various finishes for serving paste products</p> <p>3.5. Suggest alternative ingredients that may be used in the production of paste products to meet specific dietary needs</p>
Mapping to National Occupational Standards 3FPC6/10 3FPC8/10	

Produce Petits Fours

Unit Reference	D/618/8314
Level	3
Credit Value	6
Guided Learning	56 hours
Unit Summary	In this unit, learners will be able to develop their knowledge, understanding and skills to prepare, cook and finish petits fours for service.
Learning Outcomes (1 to 3) <i>The learner will:</i>	Assessment Criteria (1.1 to 3.5) <i>The learner can:</i>
1. Produce petits fours	<p>1.1. Demonstrate the five principles of HACCP in the preparation and cooking of petits fours</p> <p>1.2. Prepare and cook a range of traditional, classical and contemporary petits fours to meet recipe specifications</p> <p>1.3. Carry out standardisation checks during production of petits fours to ensure quality products, correcting those that do not meet quality requirements</p> <p>1.4. Demonstrate techniques and skills in the preparation and cooking of traditional, classical and contemporary petits fours</p> <p>1.5. Demonstrate how different flavour combinations can be applied to traditional, modern and contemporary styles</p>
2. Understand factors that can impact the production of petits fours	<p>2.1. Determine the causes of a range of potential faults that may arise in the preparation and cooking of petits fours and how they may be rectified</p> <p>2.2. Explain considerations when balancing ingredients in recipes for petits fours</p>

	<p>2.3. Assess the importance of controlling and monitoring time and temperature when preparing and cooking petits fours</p> <p>2.4. Evaluate and calculate how food costs and desired profit margins affect the production of petits fours</p>
3. Finish petits fours	<p>3.1. Apply finishing techniques to petits fours using classical, modern and contemporary styles</p> <p>3.2. Assess the finished product to ensure it meets dish and service requirements</p> <p>3.3. Explain with reasons, the storage requirements for petits fours</p> <p>3.4. Demonstrate the application of various finishes for serving petits fours</p> <p>3.5. Suggest alternative ingredients that may be used in the production of petits fours to meet specific dietary needs</p>
Mapping to National Occupational Standards 3FPC8/10	

Produce Display Pieces and Decorative Items

Unit Reference	H/618/8315
Level	3
Credit Value	6
Guided Learning	57 hours
Unit Summary	In this unit, learners will be able to develop their knowledge, understanding and skills to prepare, cook and finish display pieces and decorative items.
Learning Outcomes (1 to 3) <i>The learner will:</i>	Assessment Criteria (1.1 to 3.5) <i>The learner can:</i>
1. Produce display pieces and decorative items	<p>1.1. Demonstrate the five principles of HACCP in the production of display pieces and decorative items</p> <p>1.2. Design and produce traditional, classical and contemporary display pieces and decorative items to meet design specifications</p> <p>1.3. Carry out standardisation checks during production of display pieces and decorative items to ensure quality products, correcting those that do not meet quality requirements</p> <p>1.4. Demonstrate techniques and skills in the production of traditional, classical and contemporary display pieces and decorative items</p> <p>1.5. Explain key design considerations for display pieces and decorative items</p>
2. Understand factors that can impact the production of display pieces and decorative items	<p>2.1. Determine the causes of a range of potential faults that may arise in the production of display pieces and decorative items and how they may be rectified</p> <p>2.2. Explain considerations when balancing ingredients in recipes for display pieces and decorative items</p>

	<p>2.3. Assess the importance of controlling and monitoring time and temperature when producing display pieces and decorative items</p> <p>2.4. Evaluate and calculate how food costs and desired profit margins affect the production of display pieces and decorative items</p>
3. Finish display pieces and decorative items	<p>3.1. Apply finishing techniques to display pieces and decorative items for a range of classical, modern and contemporary styles</p> <p>3.2. Assess the finished product to ensure it meets dish and service requirements</p> <p>3.3. Explain with reasons, the storage requirements for display pieces and decorative items</p> <p>3.4. Demonstrate the application of various finishes for serving display pieces and decorative items</p> <p>3.5. Suggest a range of edible ingredients that may be used in the production of display pieces and decorative items to meet specific dietary needs</p>
Mapping to National Occupational Standards 3FPC8/10	

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group 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 a Skills and Education Group Awards 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 Skills and Education Group Awards 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 Skills and Education Group Awards.

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 – Skills and Education Group Awards 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.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. 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.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the website.

Exemptions

There are no identified exemptions for these qualifications.

Equivalencies

There are no identified equivalencies for these qualifications.

Certification

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

Skills and Education Group Awards policies and procedures are available on the website.

Glossary of Terms

GL (Guided Learning)

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.