

BTEC Level 2 Technical Certificate in
**PÂTISSERIE AND
CONFECTIONERY**

SPECIFICATION

First teaching: September 2017 | First certification: Summer 2018

ISSUE 3



Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery

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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the page after next of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means that some assessments and projects are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources* and support for details of the support we offer.

A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential therefore that we developed these qualifications in close collaboration with experts from professional bodies, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

Professional Association for Catering Education (PACE)

Royal Academy of Culinary Arts

The Sloane Club

The Ritz London.

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery specification Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in <i>Section 8 Teacher/centre malpractice</i> has been updated to clarify suspension of certification in certain circumstances.	Pages 81, 82
The wording under <i>Section 10 Understanding the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 86

Summary of Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery specification Issue 2 changes

Summary of changes made to Issue 2	Page number
The grades earned in Examples 1 and 2 have been amended.	Page 89

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Pearson BTEC Level 2 Technicals

Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals also develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19 year olds.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery 603/0383/9. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the Level 2 Technicals suite for the hospitality industry.

Other BTEC Level 2 Technicals available for this industry include:

- Pearson BTEC Level 2 Technical Diploma in Food and Beverage Service 603/0384/0
- Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery 603/0382/7

1 Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery

Purpose

Who is the qualification for?

This qualification is for learners who want to start a career in the hospitality industry in patisserie and confectionery. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress to direct employment in patisserie and confectionery or to a hospitality Apprenticeship.

What does the qualification cover?

The qualification has been developed in consultation with employers in the hospitality industry. This means that it will enable learners to develop the skills and behaviours that give them the best opportunity to be successful in applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the hospitality industry. The areas learners will cover include:

- working in the hospitality industry
- patisserie and confectionery catering operations
- producing biscuits, cakes, sponges and desserts
- producing dough and pastry products
- running a patisserie and confectionery event.

Learners will also cover broader skills in literacy and numeracy, which will help them to progress. Learners will develop other transferable technical and practical skills in cooking, working and communicating with colleagues.

What could this qualification lead to?

Achieving this qualification will give learners an advantage when applying for a job in hospitality. The types of jobs they will be ready for are:

- baker
- commis chef
- commis chef patissier
- contract caterer specialising in patisserie and confectionery products
- cook
- events coordinator
- food and beverage server
- kitchen assistant
- junior pastry chef.

The qualification gives learners a sound basis to progress to a Level 3 qualification, when studied in a full study programme, such as the Pearson BTEC Level 3 Certificate in Hospitality, Pearson BTEC Level 3 Subsidiary Diploma in Hospitality, Pearson BTEC Level 3 90-credit Diploma in Hospitality, Pearson BTEC Level 3 Diploma in Hospitality or the Pearson BTEC Level 3 Extended Diploma in Hospitality.

About the hospitality industry

The hospitality industry is the fourth largest industry in the UK, employing more than 2.9 million people, which is larger than other industries such as financial services, manufacturing, construction, defence and public administration. The hospitality industry has created one-third of all new jobs for 16–24 year olds. The hospitality and tourism sector continues to be a large employer and is experiencing significant growth, contributing £46.5 billion to the UK economy.

In 2013, the hospitality industry contributed £43.2 billion in gross value added (GVA) to the UK economy, an increase of almost 7 per cent from 2012, representing 4.6% of the country's total GVA. This increase was largely driven by the growth in the restaurant industry.

2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery is a qualification having:

- Total Qualification Time: 305 hours
- Guided Learning: 240 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery				
Unit number	Unit title	GLH	Type	How assessed
1	Working in the Hospitality Industry	60	Mandatory	External
2	Produce Biscuits, Cakes, Sponges and Desserts	60	Mandatory	Internal
3	Produce Dough and Pastry Products	60	Mandatory	Internal
4	Patisserie and Confectionery Catering Operations	60	Mandatory	Internal Synoptic

This qualification has 100% mandatory content and 25% external assessment.

Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from the hospitality industry. The content has been aligned to the National Occupational Standards in Hospitality and the commis chef Trailblazer apprenticeship standard. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the industry and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then offered the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and industry contexts during delivery and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, and planning and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

External assessment

In this qualification, there is one external assessment, which assesses a unit that contributes 25% of the total qualification GLH. The external assessment for this qualification takes the form of an onscreen test that includes a variety of onscreen item types and allows learners to apply their knowledge to several work-related contexts. The external assessment is linked to a specific unit, as indicated in the qualification structure on the previous page.

This method has been used to externally assess the identified unit because it is best suited to draw out the evidence to exemplify the expectations of the unit. *Unit 1: Working in the Hospitality Industry* will give learners a broad overview of the structure, size and scale of the hospitality industry, and the products and services it offers. This unit covers the work skills and personal attributes required for entry to roles in the industry, as well as legislation, professional and business policies, and procedures and processes used in hospitality businesses. Therefore, the unit has a broad focus, giving learners underpinning knowledge and understanding of the impact of skills, attributes, legislation, policies, and procedures and processes on the provision of products and services in hospitality businesses.

The external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve the external unit at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessment once during their programme by taking a new assessment.

Internal assessment

Units 2, 3 and 4 are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internal units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is based on *Unit 4: Patisserie and Confectionery Catering Operations* and takes the form of a practical task that requires learners to consider and select content that will enable them to apply their knowledge and skills from across the other units in an integrated way to a realistic work situation.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of P to D. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry. Note: Simulated work environments cannot be used for work experience e.g. college restaurants
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of master classes or guest lectures
- industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work of practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the hospitality industry and should contribute significantly to at least one mandatory unit.

We have also provided suggestions in the units on how employers could become involved in the delivery and/or assessment of this qualification. These units are listed below:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Produce Biscuits, Cakes, Sponges and Desserts
- Unit 3: Produce Dough and Pastry Products
- Unit 4: Patisserie and Confectionery Catering Operations.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that these meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged (see *Section 9: Quality assurance*).

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internal units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the qualification and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
GLH	Units have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
Assessment activity	This section provides information, suggested scenarios and tasks for summative assessment activities.
Further information for tutors and assessors	The section gives you information to support the delivery and assessment of the unit.
Delivery guidance	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
Essential resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 11 Resources and support</i> .
Links to other units	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

External units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the qualification and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
GLH	Units have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you to analyse requirements and to prepare learners for assessment.
Links to other units	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Units

This section contains all the units developed for this qualification.

Unit 1: Working in the Hospitality Industry	13
Unit 2: Produce Biscuits, Cakes, Sponges and Desserts	25
Unit 3: Produce Dough and Pastry Products	43
Unit 4: Patisserie and Confectionery Catering Operations	53

Unit 1: Working in the Hospitality Industry

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners investigate the hospitality industry and its employment opportunities. They will gain valuable knowledge of the importance of maintaining personal and workplace standards and their role in ensuring business success.

Unit introduction

Hospitality is one of the largest industries in the UK. It has over two million employees and makes a significant contribution to the UK economy. It is a dynamic industry that responds quickly to changing market needs, through rapid growth, innovation and diversity. This enables the hospitality industry to offer many different types of employment, with opportunities for you to work in the UK and around the world.

In this unit, you will explore different aspects of the hospitality industry by looking at the businesses in it and the different products and services it provides. You will explore how these products and services are offered in a range of settings to meet the requirements of different hospitality areas. You will investigate the job roles and employment opportunities in the hospitality industry and gain an understanding of the skills you need to be successful in the industry, whatever job role you undertake. All staff working in hospitality businesses are responsible for maintaining personal and organisational standards. You will learn about the importance of following appropriate procedures to maintain business success in a competitive market.

This unit will give you the knowledge and understanding to progress towards service-based roles, such as commis chefs, junior pastry chefs, food and beverage servers, and events coordinators.

Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment availability on demand. The first assessment is available in January 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge of structure, size and scale of the hospitality industry, and the products and services it offers

Command words: describe, give, identify, list, state

Marks: ranges from 1 to 2 marks

AO2 Demonstrate understanding of the work skills and personal attributes required for successful entry to roles in the hospitality industry, and how these skills and attributes impact on businesses in the industry

Command words: describe, discuss, explain, give, identify, list, state

Marks: ranges from 1 to 4 marks

AO3 Analyse and evaluate the impact of legislation, professional and business policies, procedures and processes in promoting consistent and reliable products and services in hospitality businesses and their impact on supporting business vision and values

Command words: analyse, apply, describe, discuss, evaluate, explain

Marks: ranges from 1 to 6 marks

AO4 Make connections between business success, vision and values, and the application of business procedures that contribute to consistent and reliable products and service

Command words: analyse, apply, describe, discuss, evaluate, explain

Marks: ranges from 1 to 6 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A The hospitality industry

Hospitality businesses include organisations in the hospitality industry.

A1 Products and services in the hospitality industry

The range of products and services offered by the hospitality industry and how the standard and quality of these can impact positively and negatively on the performance of businesses.

- Products:
 - food
 - beverages
 - accommodation.
- Services:
 - food and beverage service provision to other industries
 - facilities management
 - leisure
 - event management
 - vending.

A2 The structure of the hospitality industry

The types of business that make up the hospitality industry and their aims, characteristics and typical services.

- Accommodation:
 - hotel
 - guest houses and bed and breakfast (B&B) accommodation
 - hostels
 - halls of residence.

The different types of accommodation board bases, their aims and characteristics.

- Accommodation board bases:
 - all inclusive – accommodation, breakfast, lunch, dinner, snacks, drinks
 - full-board – accommodation, breakfast, lunch, dinner
 - half-board – accommodation, breakfast, dinner
 - bed and breakfast – accommodation, breakfast
 - self-catering – no meals but kitchen facilities provided
 - room only.
- Restaurants:
 - takeaways and fast food outlets
 - cafes, coffee shops
 - restaurants
 - classification by cuisine.
- Pubs, bars and nightclubs.
- Contract caterers – catering outsourced to support other industry sectors and businesses within them, to include travel, business, retail, education, health care, remote and offshore locations, corporate hospitality, government and local authority provision, armed services, leisure venues and events.

UNIT 1: WORKING IN THE HOSPITALITY INDUSTRY

- Hospitality services – catering managed in-house to support other industry sectors, to include travel, business, retail, education, health care, remote and offshore locations, corporate hospitality, government and local authority provision, armed services, leisure venues and events. As well as providing food and drink, hospitality services increasingly provide ‘facilities management’.
- Events.
- Membership clubs.

A3 The size and location of businesses in the hospitality industry

The scope and range of the hospitality industry and how this can affect career choices and career progression.

- Industry size and location:
 - location – local, national, international
 - size of business – small to medium independent, large chain.

A4 Business ownership in the hospitality industry

How the range of hospitality businesses are owned and the similarities and differences between each type of ownership.

- Sole traders.
- Partnerships.
- Limited companies.
- Franchises.
- Public limited companies (PLCs).

B Employment skills and attributes in the hospitality industry

The employment skills and attributes required for successful entry into the hospitality industry and how these skills and attributes can contribute to the success of a hospitality business, its customers and its staff.

B1 Job roles in the hospitality industry

The different job roles and career progression opportunities available in the hospitality industry.

- Job roles and progression routes, including:
 - kitchen – porter, commis chef, chef de partie, sous-chef, pastry chef, head chef
 - food and beverage – bar person, barista, food server, food and beverage supervisor, restaurant manager
 - front office – receptionist, night porter, concierge, night auditor, reservations manager, front office manager
 - housekeeping – house porter, room service attendant, housekeeper, head housekeeper
 - conference and banqueting – banqueting porter, conference and events organiser, conference and events manager.

B2 Effective working skills in the hospitality industry

The work skills and attributes required for successful entry to the hospitality workplace.

- Occupational skills:
 - cooking skills
 - food service skills
 - drinks service skills
 - accommodation skills
 - front office skills
 - customer service skills
 - promotional and selling skills.

- Personal presentation and attributes:
 - personal hygiene and appearance
 - patience
 - tact
 - diplomacy
 - effective teamwork skills
 - honesty
 - initiative
 - self-motivation
 - organisation of own work
 - positive attitude
 - courtesy
 - showing an interest.

B3 Communication in the hospitality industry

The importance of using and interpreting appropriate methods of communication that are suitable for different situations and individuals' needs in a variety of hospitality contexts and how communication can impact on the business.

- Verbal:
 - face to face, on the telephone
 - speaking – the use of appropriate language, tone, pitch, pace, volume, clarity, avoiding use of jargon.
- Non-verbal:
 - body language – posture, facial expression, hand gestures, eye contact
 - personal presentation.
- Written:
 - letter, email, fax, leaflets, questionnaires, complaint forms, accident reports.
- Formal – official messages sent by an organisation to customers and team members.
- Informal – messages not formally approved by the business, to include everyday conversation and gossip.
- Listening skills – asking customers appropriate questions, repeating back important information to customers, looking attentive.
- Appropriateness of communication style to the situation – urgent, non-urgent, difficult, routine, customers, colleagues and team members from a diverse range of backgrounds and cultures, dealing with confrontation, conflict with colleagues, complaints from customers.

B4 Teamwork in hospitality

How supporting the work of a team can benefit self, customers, colleagues and improve the performance of an individual hospitality business.

- Benefits of helping others – encourages teamwork, improves efficiency, team morale, self-satisfaction and motivation; rewards (personal, financial, non-financial).
- Importance of communication in teams – roles and responsibilities (self and other team members) clearly defined, tasks are performed to agreed standards/standards of work are maintained, team efficiency is improved, mistakes are avoided, information is shared.
- Importance of maintaining good working relationships – reduction in problems in working relationships, less personal disagreement/conflict, providing support to others.

B5 The impact of effective working skills on a hospitality business, its customers and staff

How effective working skills can contribute to the success of a selected hospitality business, its customers and staff.

- Benefits to businesses:
 - improved efficiency and ability to meet work deadlines and business goals
 - establishing and maintaining a good reputation for the business
 - encouraging repeat custom and customer loyalty
 - boosting staff morale, creating a positive working environment and improving working relationships with customers and colleagues
 - gaining competitive advantage.
- Benefits to customers:
 - promoting reliability and trust in products and services
 - enhancing the customer experience.
- Benefits to staff:
 - transferability of skills
 - self-motivation and self-confidence
 - improving own job performance and productivity
 - supporting career prospects and progression
 - improving earning potential.
- Staffing – working conditions, including pay, hours and breaks, and possible impacts on staff.

C Providing consistent and reliable products and service

C1 Food safety legislation and its application in the hospitality industry

The food safety legislation and how it is applied throughout the hospitality industry to ensure consistent and safe products, and how standards and quality can impact positively and negatively on the performance of a hospitality business.

- Safety legislation (as current at time of delivery), including requirements for food standards, food hygiene, risk assessment legislation.
- Importance of food hygiene:
 - reducing the spread of bacteria
 - preventing cross-contamination
 - compliance with legal requirements
 - promoting a positive image of the organisation.
- Food safety procedures and how individuals can take personal responsibility for food safety:
 - operation of a food-safety management system
 - risk assessment
 - safe food handling and behaviour
 - duty of care.
- Food hazards:
 - microbial/biological – bacteria, yeasts, mould
 - chemical – cleaning materials, insecticides, rodent poison
 - physical – hair, insects, machinery parts, packaging, dirt from kitchen or premises
 - main allergens – celery, cereals that contain gluten, crustaceans, eggs, fish, lupin, milk, molluscs, mustard, nuts, peanuts, sesame seeds, soybeans, sulphur dioxide, sulphites.

- Vehicles of contamination:
 - hands, clothing, work surfaces, equipment – knives, chopping boards, cloths.
- Reporting hazards food safety procedures:
 - reporting to line manager
 - types of reportable problems – unhygienic tools, defective equipment, defective walls, surfaces, floors, accidents, slips, trips, pests, other hazards.
- Personal hygiene practices:
 - six step hand washing technique before handling food – rub palm to palm, rub the back of both hands, rub palm to palm interlacing fingers, rub the back of fingers interlocking hands, rub thumbs, rub palms with fingertips
 - clean personal presentation – clean uniform, clean hair, appropriate footwear
 - hair tied up and back and covered
 - no jewellery or watches
 - bodily hygiene and freshness – discrete use of cosmetics, short fingernails, no nail varnish, clean hands, care when coughing or sneezing
 - reporting cuts and wounds, covering of cuts and wounds with appropriate dressings.
- Cleaning procedures:
 - using correct manufacturer's and business cleaning procedures – use, dilutions, storage
 - using correct cleaning chemicals and materials
 - four-step cleaning method – removing debris, washing, sanitising, air dry
 - checking for cleanliness and good hygiene
 - checking for safety
 - cleaning schedules – daily, weekly, monthly, as required, method of cleaning.
- Storage of food:
 - correct temperatures for the storage of raw and ready-to-eat foods, chilled food (below 5 °C), frozen foods (below –18 °C)
 - using correct defrosting procedures
 - preventing cross-contamination – separation of raw and ready-to-eat foods, separation of foods with known allergens, use of containers and wrapping
 - recognising unsafe foods – sight, smell, temperature
 - stock rotation, storage times, first-in first-out (FIFO), date marking, use-by dates, best before dates
 - checking for damage – blown cans, broken bottle seals, insect/pest damage.
- Preparation of food:
 - preventing cross-contamination – using appropriate and suitable surfaces and equipment.
- Cooking food and reheating:
 - applying correct cooking temperatures for different foods of 75 °C or above
 - ensuring reheated food reaches a temperature of 82 °C
 - probing food to check temperature and recording.
- Serving and holding:
 - using clean dishes and serving equipment, using gloves
 - holding at appropriate temperatures of 63 °C or above
 - probing food to check temperature and recording.
- The importance of temperature monitoring – complying with legislation, maintaining safe standards, maintaining business reputation.

C2 Health and safety legislation and its application in the hospitality industry

The health and safety legislation and how it is applied throughout the hospitality industry to ensure a safe environment and how standards and quality can impact positively and negatively on the performance of a hospitality business.

- Relevant sections of health and safety legislation (as current at time of delivery):
 - health and safety responsibilities
 - principles of health and safety
 - employee/personal responsibilities – take care of own health and safety at work, take care of the health and safety of others, cooperate with employer, use and care of personal protective equipment (PPE), attend training.
- Common workplace hazards:
 - definition – hazard, something that has the potential to cause harm
 - different areas – kitchen, restaurant, bar, front desk, housekeeping
 - spillages, trip hazards, working at heights, breakages, hot surfaces, chemicals.
- Workplace emergencies:
 - accidents
 - fire
 - breaches of security
 - illness.
- Safety procedures in the workplace:
 - following fire procedures, raising the alarm, fire drills, evacuation
 - manual handling and safe lifting techniques
 - safe use and storage of chemicals
 - safety signs – prohibition, hazard, mandatory, safe condition
 - importance – safer workplace, fewer accidents and injuries, good business reputation
 - effects of non-compliance – prosecution, fines, dismissal.
- Reporting procedures:
 - legal responsibilities
 - departmental responsibilities – line manager, supervisor.
- Reporting of accidents and near accidents:
 - reasons for – preventing further accidents, risk assessment
 - legal requirements – accident book, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995
 - reporting to – supervisor, manager, health and safety representative, first aider.
- First aid:
 - First-aid procedures – raising alarm, registered first aider, quick response
 - signage and location of first-aid box, defibrillator
 - legal requirements – accident book, RIDDOR.

C3 Business standards and procedures

The business standards and procedures that businesses in the hospitality industry can implement to provide consistent and reliable products and services.

- Customer service standards and procedures.
- Equality and accessibility to goods and services.
- Environmental, sustainability and ethical standards and procedures – recycling, carbon footprint, food miles, use of fair trade products, animal welfare, reduce packaging, composting, use of disposables.

- Security procedures:
 - premises – control of keys, electronic systems, surveillance, control of entrances and exits
 - staff and visitor identity badge – issue, reporting loss
 - preventing and detecting theft and fraud in hospitality businesses
 - reporting of suspicious persons and packages to line manager
 - receiving and issuing of stock
 - impact of poor security.
- Ensuring that correct standards and procedures are followed:
 - training, inductions, supervising staff and monitoring their performance
 - clearly defined roles and responsibilities
 - setting workplace rules and procedures and checking staff compliance
 - using legal disciplinary and grievance procedures.
- Recognition through quality and classification systems:
 - AA star ratings, Rosette awards, Michelin star
 - Visit Britain star ratings.

C4 The purpose of business procedures that contribute to consistent and reliable products and service

The importance for businesses in the hospitality industry to implement procedures, policies and practices.

- Ensuring staff compliance with expected standards of service.
- Ensuring the workplace environment is productive.
- Ensuring business mission/vision statements are followed.
- Ensuring the business matches any competing business offer.
- Ensuring compliance with legislation.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 2 Pass

Learners will be able to demonstrate knowledge and understanding of how the hospitality industry is structured, the types of business in the industry and the products and services it provides. They are able to demonstrate knowledge and understanding of how hospitality businesses are owned and the size and location of businesses in the hospitality industry. They will have an understanding of the job roles in the hospitality industry and the work skills and personal attributes required for successful entry to the hospitality industry. They will be able to demonstrate knowledge and understanding of how hospitality businesses use legislation, business standards and procedures to provide consistent and reliable products and services, with some appreciation of the benefits, drawbacks and impacts on hospitality businesses.

Level 2 Distinction

Learners will be able to demonstrate a thorough knowledge and understanding of how the hospitality industry is structured, the types of business in the industry and the products and services it provides, bringing together understanding of how each business is owned and how the size and location of hospitality businesses impacts on job roles and career opportunities available. Learners will have an in-depth knowledge and understanding of the job roles in the hospitality industry and the work skills and personal attributes required for successful entry to the hospitality industry. They will make connections with legislation, business standards and procedures used to provide consistent and reliable products and services to be able to make effective judgements of the positive and negative impact of the application of these in a hospitality context.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	<p>Learners present the outcome of methodical and detailed examination:</p> <ul style="list-style-type: none"> • either by breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. <p>For example, 'Analyse the reason...'</p>
Apply	<p>Learners put knowledge, understanding or skills into action in a particular context.</p> <p>For example, 'Apply concepts...'</p>
Classify	<p>Learners arrange a group of items in classes or categories according to shared qualities or characteristics.</p> <p>For example, 'Classify information...'</p>

Command or term	Definition
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. For example, 'Compare procedures...'.
Describe	Learners give a clear, objective account in their own words, showing recall and, in some cases application, of the relevant features and information about a subject. For example, 'Describe one characteristic...'.
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important. For example, 'Discuss the work...'.
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as: strengths or weaknesses, advantages or disadvantages, alternative actions, relevance or significance. Learners' enquiries should lead to a supported judgement, showing relationship to its context. This will often be in a conclusion. For example, 'Evaluate two ways in which...'.
Explain	Learners show clear details and give reasons and/or evidence to support an opinion, view or argument. They could show how conclusions are drawn (arrived at). Learners show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose. For example, 'Explain one way in which...'.
Give	Learners state or put forward information or argument. For example, 'Give one example...'.
Identify	Learners indicate the main features or purpose of something, and/or being able to discern and understand facts or qualities. For example, 'Identify two products...'.
List	Learners give a number of connected items or names consecutively. For example, 'List two products...'.
Match	Learners suitably associate a pair. For example, 'Match each...'.
Name	Learners identify a class or category of things, either uniquely, or within a given context. For example, 'Name one...'.

UNIT 1: WORKING IN THE HOSPITALITY INDUSTRY

Command or term	Definition
Select	Learners choose the best or most suitable option. For example, 'Select an appropriate...'.
State	Learners express something definitely or clearly. For example, 'State two organisations...'.
Which	Learners specify one or more items from a definite set. For example, 'Which of these types of...'.

Links to other units

This unit links to all other units in the Level 2 Hospitality Technical Certificate suite of qualifications.

Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery

- Unit 2: Produce Biscuits, Cakes, Sponges and Desserts
- Unit 3: Produce Dough and Pastry Products
- Unit 4: Patisserie and Confectionery Catering Operations

Pearson BTEC Level 2 Technical Diploma in Food and Beverage Service

- Unit 2: Food and Beverage Service Principles
- Unit 3: Enhancing the Customer Experience
- Unit 4: Food Service Skills
- Unit 5: Hot and Cold Beverage Service Skills
- Unit 6: Handling Payments and Maintaining a Payment Point
- Unit 7: Running a Hospitality Event

Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery

- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 8: Produce Hot and Cold Desserts
- Unit 9: Produce Pastry Products
- Unit 10: Provide a Professional Kitchen Service.

Employer involvement

This unit would benefit from employer involvement in the form of:

- Guest lecturers by food and beverage experts on, food safety and health and safety legislation and their application in the hospitality industry, business standards and procedures.

Unit 2: Produce Biscuits, Cakes, Sponges and Desserts

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop the skills needed to prepare, cook and finish biscuits, cakes, sponges, and hot and cold desserts to given requirements, using safe and hygienic working practices.

Unit introduction

Whether served at the end of a meal, at family celebrations and ceremonies, or as stand-alone products, biscuits, cakes, sponges and desserts are well loved and allow chefs to show off their artistic flair.

In this unit, you will work with different varieties of biscuits, cakes, sponges, and hot and cold desserts, and discover how to select and use suitable ingredients to prepare, cook and finish them. You will develop, practise and acquire practical skills in preparing, cooking and finishing different biscuits, cakes, sponges, and hot and cold desserts, using kitchen tools and equipment correctly, safely and hygienically. You will explore flavours and finishing methods through producing biscuits, cakes, sponges, and hot and cold desserts, and see how technology is increasingly being used to support the production of them.

This unit will give you the knowledge, personal and vocational skills, and behaviours to progress towards service-based roles such as a junior pastry chef, cook or kitchen assistant.

Learning aims

In this unit you will:

- A** Prepare, cook and finish biscuits safely and hygienically to meet specified requirements
- B** Prepare, cook and finish cakes safely and hygienically to meet specified requirements
- C** Prepare, cook and finish sponges safely and hygienically to meet specified requirements
- D** Prepare, cook and finish hot desserts safely and hygienically to meet specified requirements
- E** Prepare, cook and finish cold desserts safely and hygienically to meet specified requirements.

UNIT 2: PRODUCE BISCUITS, CAKES, SPONGES AND DESSERTS

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare, cook and finish biscuits safely and hygienically to meet specified requirements	A1 Types and preparation of biscuits A2 Selecting and using correct equipment for preparing and cooking biscuits A3 Demonstrating safe and hygienic working practices at each stage of the process A4 Using correct methods for cooking biscuits in line with food safety legislation A5 Using correct methods for finishing biscuits	Photographic/video evidence of learners preparing, cooking and finishing biscuits, cakes, sponges, and hot and cold desserts, which can be supported by observation records.
B Prepare, cook and finish cakes safely and hygienically to meet specified requirements	B1 Types and preparation of cakes B2 Selecting and using correct equipment for preparing and cooking cakes B3 Demonstrating safe and hygienic working practices at each stage of the process B4 Using correct methods for cooking cakes in line with food safety legislation B5 Using correct methods for finishing cakes	
C Prepare, cook and finish sponges safely and hygienically to meet specified requirements	C1 Types and preparation of sponges C2 Selecting and using correct equipment for preparing and cooking sponges C3 Demonstrating safe and hygienic working practices at each stage of the process C4 Using correct methods for cooking sponges in line with food safety legislation C5 Using correct methods for finishing sponges	

Learning aim	Key teaching areas	Summary of suggested assessment evidence
D Prepare, cook and finish hot desserts safely and hygienically to meet specified requirements	D1 Types and preparation of hot desserts D2 Selecting and using correct equipment for preparing and cooking hot desserts D3 Demonstrating safe and hygienic working practices at each stage of the process D4 Using correct methods for cooking hot desserts in line with food safety legislation D5 Using correct methods for finishing hot desserts	
E Prepare, cook and finish cold desserts safely and hygienically to meet specified requirements	E1 Types and preparation of cold desserts E2 Selecting and using correct equipment for preparing and cooking cold desserts E3 Demonstrating safe and hygienic working practices to each stage of the process E4 Using correct methods for cooking cold desserts in line with food safety legislation E5 Using correct methods for finishing cold desserts	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none">• Food preparation• Cooking• Food finishing	<ul style="list-style-type: none">• Health, safety and hygiene	<ul style="list-style-type: none">• Preparing for work• Developing practical and technical skills• Managing information

Unit content

Knowledge and sector skills

Learning aim A: Prepare, cook and finish biscuits safely and hygienically to meet specified requirements

A1 Types and preparation of biscuits

- Types of biscuit, e.g. sweet, savoury.
- Biscuits, e.g. shortbread, tuiles.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. flour, sugar, dairy.
- Checking that the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, healthy eating.
- Using correct methods for preparing ingredients to make selected biscuits according to recipes and to meet given requirements, e.g. weighing/measuring, creaming/beating, mixing, whisking, folding, rubbing in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, trimming/icing, spreading/smoothing.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

A2 Selecting and using correct equipment for preparing and cooking biscuits

- Choosing the correct tools and equipment needed to prepare biscuits, e.g. mixing bowls, spatulas, whisks, moulds, biscuit cutters, food mixers/processors, measuring jugs/spoons, rolling pins, sieves, knives, piping bags, nozzles.
- Choosing the correct tools and equipment needed to cook biscuits, e.g. ovens.
- Using available technology in line with business procedures and guidelines to achieve the best result.

A3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged and separated from different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

A4 Using correct methods for cooking biscuits in line with food safety legislation

- Methods for cooking biscuits, e.g. baking.
- Cooking biscuits correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring biscuits are at the correct temperature for serving.
- Minimising food waste.

A5 Using correct methods for finishing biscuits

- Methods for finishing biscuits, e.g. dusting/dredging/sprinkling, icing, presenting, meeting given requirements and specifications, assembling products according to given specifications, appearance, quantity/portion size, correct temperature, colour, texture, consistency, flavour.

Learning aim B: Prepare, cook and finish cakes safely and hygienically to meet specified requirements**B1 Types and preparation of cakes**

- Types of cake, e.g. sweet, pound cake, layer cake.
- Cakes, e.g. fruit cake, marble cake, chocolate cake.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. flour, sugar, dairy, dried/fresh fruit, chocolate.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, healthy eating.
- Using correct methods for preparing ingredients to make selected cakes according to recipes and to meet given requirements, e.g. weighing/measuring, creaming/beating, mixing, whisking, folding, greasing, glazing, portioning, piping, filling, lining, spreading/smoothing.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

B2 Selecting and using correct equipment for preparing and cooking cakes

- Choosing the correct tools and equipment needed to prepare cakes, e.g. mixing bowls, spatulas, whisks, moulds, food mixers/processors, measuring jugs/spoons, sieves, knives.
- Choosing the correct tools and equipment needed to cook cakes, e.g. ovens.
- Using available technology in line with business procedures and guidelines to achieve the best result.

B3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged and separated from different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

B4 Using correct methods for cooking cakes in line with food safety legislation

- Methods for cooking cakes, e.g. baking.
- Cooking cakes correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring cakes are at the correct temperature for serving.
- Minimising food waste.

B5 Using correct methods for finishing cakes

- Methods for finishing cakes, e.g. dusting/dredging/sprinkling, icing, presenting, meeting given requirements and specifications, assembling cakes according to given specifications, appearance, quantity/portion size, correct temperature, colour, texture, consistency, flavour.

Learning aim C: Prepare, cook and finish sponges safely and hygienically to meet specified requirements

C1 Types and preparation of sponges

- Types of sponge, e.g. Genoese, creamed, whisked.
- Sponges, e.g. Victoria sponge, Swiss roll, Genoese sponge.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. flour, sugar, dairy, fruit, chocolate.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, healthy eating.
- Using correct methods for preparing ingredients to make selected sponges according to recipes and to meet given requirements, e.g. weighing/measuring, creaming/beating, mixing, whisking, folding, rubbing in, greasing, glazing, portioning, piping, filling, lining, spreading/smoothing.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

C2 Selecting and using correct equipment for preparing and cooking sponges

- Choosing the correct tools and equipment needed to prepare sponges, e.g. mixing bowls, spatulas, whisks, moulds, food mixers/processors, measuring jugs/spoons, sieves, knives.
- Choosing the correct tools and equipment needed to cook sponges, e.g. ovens.
- Using available technology in line with business procedures and guidelines to achieve the best result.

C3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

C4 Using correct methods for cooking sponges in line with food safety legislation

- Methods for cooking sponges, e.g. baking.
- Cooking sponges correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring sponges are at the correct temperature for holding and serving.
- Minimising food waste.

C5 Using correct methods for finishing sponges

- Methods for finishing sponges, e.g. dusting/dredging/sprinkling, icing, presenting, meeting given requirements and specifications, assembling sponges according to given specifications, appearance, quantity/portion size, correct temperature, colour, texture, consistency, flavour.

Learning aim D: Prepare, cook and finish hot desserts safely and hygienically to meet specified requirements**D1 Types and preparation of hot desserts**

- Types of hot dessert, e.g. egg-based, batter-based, sponge-based, fruit-based, pastry-based.
- Hot desserts, e.g. sticky toffee pudding, apple pie, pancakes, soufflés.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. cream, pastry-based products, sponge-based products, egg-based products, fresh fruit, prepared fruit, chocolate.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, healthy eating.
- Using correct methods for preparing ingredients to make selected hot desserts according to recipes and to meet given requirements, e.g. slicing, creaming, folding, moulding, mixing, aeration, addition of flavours/colours, puréeing, combining, portioning.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

D2 Selecting and using correct equipment for preparing and cooking hot desserts

- Choosing the correct tools and equipment needed to prepare hot desserts, e.g. mixing bowls, spatulas, whisks, moulds, food mixers/processors, measuring jugs/spoons, flandering, knives.
- Choosing the correct tools and equipment needed to cook hot desserts, e.g. baking sheets/trays, saucepans, ovens, deep fat fryers, steamers, microwaves.
- Using available technology in line with business procedures and guidelines to achieve the best result.

D3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating, freezing.

D4 Using correct methods for cooking hot desserts in line with food safety legislation

- Methods for cooking hot desserts, e.g. boiling/poaching, stewing, baking, combining cooking methods, steaming, frying, griddling, microwaving.
- Cooking hot desserts correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring hot desserts are at the correct temperature for holding and serving.
- Minimising food waste.

D5 Using correct methods for finishing hot desserts

- Methods for finishing hot desserts, e.g. garnishing, demoulding, slicing, portioning, presenting, piping, glazing, filling, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, correct temperature, colour, texture, consistency, flavour.

Learning aim E: Prepare, cook and finish cold desserts safely and hygienically to meet specified requirements

E1 Types and preparation of cold desserts

- Types of cold dessert, e.g. egg-based, sponge-based, fruit-based, pastry-based.
- Cold desserts, e.g. ice cream, chocolate mousse, crème caramel, lemon cheesecake.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. ice cream, cream, pastry-based products, sponge-based products, egg-based products, fresh fruit, prepared fruit, chocolate.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, healthy eating.
- Using correct methods for preparing ingredients to make selected cold desserts according to recipes and to meet given requirements, e.g. slicing, creaming, folding, moulding, mixing, aeration, addition of flavours/colours, puréeing, portioning, chilling.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

E2 Selecting and using correct equipment for preparing and cooking cold desserts

- Choosing the correct tools and equipment needed to prepare cold desserts, e.g. mixing bowls, spatulas, whisks, moulds, food mixers/processors, measuring jugs/spoons, flandering, knives.
- Choosing the correct tools and equipment needed to cook cold desserts, e.g. saucepans, ovens, fridges.
- Using available technology in line with business procedures and guidelines to achieve the best result.

E3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating, freezing.

E4 Using correct methods for cooking cold desserts in line with food safety legislation

- Methods for cooking cold desserts e.g. boiling/poaching, stewing, baking, combining cooking methods, steaming, frying, grilling, microwaving.
- Cooking cold desserts correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring cold desserts are at the correct temperature for holding and serving.
- Minimising food waste.

E5 Using correct methods for finishing cold desserts

- Methods for finishing cold desserts, e.g. garnishing, demoulding, slicing, portioning, presenting, piping, glazing, filling, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, correct temperature, colour, texture, consistency, flavour.

Transferable skills

Preparing for work

- Undertaking ingredient preparation and cooking activities.

Developing practical and technical skills

- Demonstrating methods of ingredient preparation, cooking and finishing, and using equipment safely and hygienically to produce biscuits, cakes, sponges, and hot and cold desserts.

Managing information

- Using information from recipes to produce hot and cold desserts.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare, cook and finish biscuits safely and hygienically to meet specified requirements		
A.P1 Follow a recipe to prepare biscuit ingredients to specific requirements.	A.M1 Produce biscuits to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	A.D1 Produce biscuits to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
A.P2 Produce biscuits to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
Learning aim B: Prepare, cook and finish cakes safely and hygienically to meet specified requirements		
B.P3 Follow a recipe to prepare cake ingredients to specific requirements.	B.M2 Produce a cake to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	B.D2 Produce a cake to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
B.P4 Produce a cake to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		

Pass	Merit	Distinction
Learning aim C: Prepare, cook and finish sponges safely and hygienically to meet specified requirements		
C.P5 Follow a recipe to prepare sponge ingredients to specific requirements.	C.M3 Produce a sponge to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	C.D3 Produce a sponge to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
C.P6 Produce a sponge to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
Learning aim D: Prepare, cook and finish hot desserts safely and hygienically to meet specified requirements		
D.P7 Follow a recipe to prepare hot dessert ingredients to specific requirements.	D.M4 Produce a hot dessert to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	D.D4 Produce a hot dessert to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
D.P8 Produce a hot dessert to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
Learning aim E: Prepare, cook and finish cold desserts safely and hygienically to meet specified requirements		
E.P9 Follow a recipe to prepare cold dessert ingredients to specific requirements.	E.M5 Produce a cold dessert to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	E.D5 Produce a cold dessert to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
E.P10 Produce a cold dessert to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, using safe and hygienic practices.		

Essential information for assessment decisions

Learners might follow their own recipes or those given to them by tutors or relatives but this must be agreed with tutors. The biscuits, cakes, sponges, and hot and cold desserts must use at least two different ingredients for each and a range of different preparation methods.

Learning aims A, B, C, D and E

For distinction standard, learners will:

- consistently demonstrate skills and a positive and flexible approach when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the products in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the products, showing control over the use of the appropriate tools and equipment, according to recipes
- make realistic and appropriate decisions in prioritising activities that help to meet required timings, showing organisation and speed when working under pressure to produce the correct portion size of products that are perfectly cooked in terms of appearance, temperature, colour, texture, consistency, flavour and finish, e.g. they are tasty, enjoyable and the garnishes complete the visual picture
- produce a batch of at least four biscuits, four portions of cake, four portions of sponge, two portions of hot dessert and two portions of cold dessert, using safe and hygienic working practices.

For merit standard, learners will:

- demonstrate skills and a positive and flexible attitude when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the products in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the products, showing the necessary skills to use appropriate tools and equipment, following the instructions in the recipes
- make appropriate decisions in prioritising activities that help to meet required timings, producing the correct portion size of products that are well cooked in terms of appearance, temperature, colour, texture, consistency, flavour and finish, e.g. they taste good and look visually appealing
- produce a batch of at least four biscuits, four portions of cake, four portions of sponge, two portions of hot dessert and two portions of cold dessert, using safe and hygienic working practices.

For pass standard, learners will:

- correctly follow routine instructions when preparing, measuring and weighing ingredients to meet the specific requirements of the products in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the products, using some of the correct tools and equipment and following some of the instructions in the recipes, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and some of the instructions in the recipes might be omitted or misinterpreted

- make straightforward decisions in prioritising activities to help meet required timings, producing products that are only just enough for the required portion size and might not meet all the correct requirements for appearance, temperature, colour, texture, consistency, flavour and finish but are edible, e.g. the appearance and finish are acceptable, but might not have set correctly
- produce a batch of at least four biscuits, four portions of cake, four portions of sponge, two portions of hot dessert and two portions of cold dessert, using safe and hygienic working practices.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are working in the hospitality industry as a junior pastry chef. You need to develop your skills to demonstrate safe and hygienic working practices when preparing, cooking and finishing a batch of at least four biscuits, four portions of cake, four portions of sponge, two portions of hot dessert and two portions of cold dessert. You will be observed demonstrating your skills to meet given requirements and specifications when making the biscuits, cake, sponge, and hot and cold desserts. This will include selecting and using the correct methods and equipment to prepare the ingredients needed and cook and finish appropriately. This will be supported by a statement on the suitability of the biscuits, cake, sponge, and hot and cold desserts in meeting given requirements and specifications in terms of, for example, appearance, texture and flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

You are advised to make at least 12 biscuits to enable you to choose the best four to submit for assessment.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

Your centre is hosting a patisserie event with learners producing patisserie and desserts to support this. Your tutor has asked you to produce a batch of at least four biscuits, four portions of cake, four portions of sponge, two portions of hot dessert and two portions of cold dessert, for which you have been given product specifications by your tutor. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

You are advised to make at least 12 biscuits to enable you to choose the best four to submit for assessment.

Biscuits, cakes, sponges, and hot and cold desserts prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion on types and examples of biscuits, cakes, sponges, and hot and cold desserts.

Learners complete worksheets to match methods of preparation and cooking with particular types of biscuits, cakes, sponges, and hot and cold desserts.

A visit to a professional kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and would allow them to ask questions.

Learners could use their visit to a professional kitchen to see first-hand the use of available technology in line with business procedures and guidelines to achieve the best result when producing biscuits, cakes, sponges, and hot and cold desserts.

Suggested time: about 4 hours.

Activity: How to prepare, cook and finish biscuits using safe and hygienic working practices

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of biscuits to cook. Learners identify and select the ingredients needed to produce a batch of at least four biscuits.

Learners must practise their skills to prepare, cook and finish biscuits in a set time specified by tutors. The ingredients used must not repeat the main ingredients used in the cake, sponge and desserts. For example, if learners are cooking sable biscuits, the main ingredient for the cake, sponge and desserts must not be almonds. It could be chocolate, as long as it is significantly different in type and requires different preparation methods. Learners should consider how their biscuits will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of biscuits they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing biscuits, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

Suggested time: about 9 hours.

Activity: How to prepare, cook and finish cakes using safe and hygienic working practices

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of cake to cook. Learners identify and select the ingredients needed to produce a minimum of four portions of the cake.

Learners must practise their skills to prepare, cook and finish cakes in a set time specified by tutors. The ingredients used must not repeat the main ingredients used in the biscuits, sponges and desserts. For example, if learners are cooking a cherry fruit cake, the main ingredient for the biscuits, sponges and desserts must not be cherries. It could be chocolate, as long as it is significantly different in type and requires different preparation methods. Learners should consider how their cake will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of cake they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

Suggested time: about 9 hours.

Activity: How to prepare, cook and finish sponges using safe and hygienic working practices

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of sponge to cook. Learners identify and select the ingredients needed to produce a minimum of four portions of the sponge.

Learners must practise their skills to prepare, cook and finish sponges in a set time specified by tutors. The ingredients used must not repeat the main ingredients used in the biscuits, cake and desserts. For example, if learners are cooking a chocolate Swiss roll, the main ingredient for the biscuits, cake and desserts must not be chocolate. It could be strawberries, as long as it is significantly different in type and requires different preparation methods. Learners should consider how their sponge will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of sponge they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing sponges, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

Suggested time: about 9 hours.

Activity: How to prepare, cook and finish hot desserts using safe and hygienic working practices

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of hot dessert to cook. Learners identify and select the ingredients needed to produce a minimum of two portions of the dessert.

Learners must practise their skills to prepare, cook and finish hot desserts in a set time specified by tutors. The ingredients used must not repeat the main ingredients used in the biscuits, cake, sponges and cold dessert. For example, if learners are cooking an apple pie, the main ingredient for the biscuits, cake, sponges and cold dessert must not be fresh apples. It could be chocolate, as long as it is significantly different in type and requires different preparation methods. Learners should consider how their hot dessert will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of hot dessert they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing hot desserts, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

Suggested time: about 9 hours.

Activity: How to prepare, cook and finish cold desserts using safe and hygienic working practices

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of cold dessert to cook. Learners identify and select the ingredients needed to produce a minimum of two portions of the dessert.

Learners must practise their skills to prepare, cook and finish cold desserts in a set time specified by tutors. The ingredients used must not repeat the main ingredients used in the biscuits, cake, sponges and hot dessert. For example, if learners are cooking a chocolate mousse, the main ingredient for the biscuits, cake, sponges and hot dessert must not be chocolate. It could be coconut, as long as it is significantly different in type and requires different preparation methods. Learners should consider how their cold dessert will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of cold dessert they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing cold desserts, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

Suggested time: about 10 hours.

Activity: Review and tasting of biscuits, cakes, sponges, and hot and cold desserts

Tutors complete reviews on learners' biscuits, cakes, sponges, and hot and cold desserts, identifying ingredients that were prepared and cooked, and making suggestions for how their personal organisation, as well as the biscuits, cakes, sponges, and hot and cold desserts, could be improved.

Learners could review their own performance and the biscuits, cakes, sponges, and hot and cold desserts they have cooked, identifying how they could improve on what they have achieved by completing a tutor-designed pro forma.

Peer review – learners taste each other's biscuits, cakes, sponges, and hot and cold desserts and give feedback.

Suggested time: about 4 hours.

UNIT 2: PRODUCE BISCUITS, CAKES, SPONGES AND DESSERTS

Essential resources

For this unit, learners will need access to:

- a professionally equipped kitchen and support/classroom area
- appropriate large and small commercial equipment that is up to date and in good working order
- the range and quality of ingredients needed for them to complete the learning and assignment tasks successfully.

Links to other units

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 3: Produce Dough and Pastry Products
- Unit 4: Patisserie and Confectionery Catering Operations.

Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a local bakery chef to develop learners' skills in preparing, cooking and finishing biscuits, cakes, sponges, and hot and cold desserts.

Unit 3: Produce Dough and Pastry Products

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop the skills needed to prepare, cook and finish dough and pastry products to given specifications and requirements, using safe and hygienic working practices.

Unit introduction

The aroma of freshly baked bread and pastries is difficult to surpass and, with afternoon tea being an increasingly popular occasion, pastry chefs and bakers are becoming more in demand. This unit gives the foundations of pastry and bakery skills, which are important to many hospitality businesses as they are used across a range of dishes and menus.

In this unit, you will work with the variety of methods involved in the preparation, cooking and finishing of dough and pastry products. You will develop technical skills and the ability to select the correct quality and quantity of ingredients to produce selected products in the context of safe and hygienic working practices.

This unit will give you the knowledge, personal and vocational skills, and behaviours to progress towards service-based roles such as a commis chef patissier.

Learning aims

In this unit you will:

- A** Prepare, cook and finish dough products safely and hygienically to meet specified requirements
- B** Prepare, cook and finish pastry products safely and hygienically to meet specified requirements.

UNIT 3: PRODUCE DOUGH AND PASTRY PRODUCTS

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare, cook and finish dough products safely and hygienically to meet specified requirements	A1 Types and preparation of dough products A2 Selecting and using correct equipment for preparing and cooking dough products A3 Demonstrating safe and hygienic working practices at each stage of the process A4 Using correct methods for cooking dough products in line with food safety legislation A5 Selecting and using correct equipment and methods for finishing dough products	Photographic/video evidence of learners preparing, cooking and finishing dough and pastry products, which can be supported by observation records.
B Prepare, cook and finish pastry products safely and hygienically to meet specified requirements	B1 Types and preparation of pastry products B2 Selecting and using correct equipment for preparing and cooking pastry products B3 Demonstrating safe and hygienic working practices at each stage of the process B4 Using correct methods for cooking pastry products in line with food safety legislation B5 Selecting and using correct equipment and methods for finishing pastry products	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none">Food preparationCookingFood finishing	<ul style="list-style-type: none">Health, safety and hygiene	<ul style="list-style-type: none">Preparing for workDeveloping practical and technical skillsManaging information

Unit content

Knowledge and sector skills

Learning aim A: Prepare, cook and finish dough products safely and hygienically to meet specified requirements

A1 Types and preparation of dough products

- Types of dough, e.g. enriched dough, bun dough, bread dough, naan dough, pitta dough, pizza dough, soda bread dough, par-cooked products, gluten-free products.
- Dough products, e.g. Chelsea buns, doughnuts, breads, bread rolls, naan breads, pitta breads, pizzas, soda breads.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. pre-prepared pastry, cake/sponge mixes, scone mix, dough mix, biscuit mix, tray bake mix.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing ingredients to make selected dough products according to recipes and to meet given requirements, e.g. weighing/measuring, sieving, mixing, kneading, proving, knocking back, greasing, creaming/beating, lining, melting, glazing, portioning, rolling, shaping, cutting.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

A2 Selecting and using correct equipment for preparing and cooking dough products

- Choosing the correct tools and equipment needed to prepare dough products, e.g. mixing bowls, spatulas, food mixers/processors, measuring jugs/spoons, rolling pins, sieves.
- Choosing the correct tools and equipment needed to cook pastry products, e.g. ovens, deep fryers.
- Using available technology in line with business procedures and guidelines to achieve the best result.

A3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of raw dough not for immediate use, e.g. refrigerating, freezing.

A4 Using correct methods for cooking dough products in line with food safety legislation

- Methods for cooking dough products, e.g. baking, frying.
- Cooking dough products correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring dough products are at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

UNIT 3: PRODUCE DOUGH AND PASTRY PRODUCTS

A5 Selecting and using correct equipment and methods for finishing dough products

- Methods for finishing pastry products, e.g. glazing, filling, piping, icing, decorating, dusting/sprinkling/dredging, spreading/coating, meeting given requirements and specifications, assembling products according to given specifications, appearance, quantity/portion size, checking and adjusting to ensure correct temperature, colour, texture, consistency, flavour.

Learning aim B: Prepare, cook and finish pastry products safely and hygienically to meet specified requirements**B1 Types and preparation of pastry products**

- Types of pastry, e.g. short, sweet, suet, choux, puff, gluten-free, convenience.
- Pastry products, e.g. chocolate éclair, apple tart, savoury quiche, apple turnover/pie, steak and kidney pudding.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. flour, dairy, fruit, chocolate, vegetables, meat, poultry, fish.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing ingredients to make selected pastry products according to recipes to meet given requirements and achieve the desired pastry structure and consistency, e.g. weighing/measuring, sifting, rubbing in, creaming, resting, piping, rolling, laminating/folding, cutting/shaping/trimming, lining.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

B2 Selecting and using correct equipment for preparing and cooking pastry products

- Choosing the correct tools and equipment needed to prepare pastry products, e.g. mixing bowls, spatulas, whisks, moulds, food mixers/processors, measuring jugs/spoons, zesters, rolling pins, sieves, pastry brake.
- Choosing the correct tools and equipment needed to cook pastry products, e.g. ovens, steamers, stoves.
- Using available technology in line with business procedures and guidelines to achieve the best result.

B3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of cooked pastry and other ingredients not for immediate use, e.g. refrigerating, freezing.

B4 Using correct methods for cooking pastry products in line with food safety legislation

- Methods for cooking pastry products, e.g. baking, steaming, deep frying, combining cooking methods.
- Cooking pastry products correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring pastry products are at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

B5 Selecting and using correct equipment and methods for finishing pastry products

- Choosing the correct tools and equipment needed to finish pastry products, e.g. palette knives, piping bags, pastry brushes, spatulas, sieves.
- Methods for finishing pastry products, e.g. icing/dusting, brushing, garnishing, presenting, meeting given requirements and specifications, assembling products according to given specifications, appearance, quantity/portion size, checking and adjusting to ensure correct temperature, colour, texture, consistency, flavour.

Transferable skills in unit

Preparing for work

- Undertaking ingredient preparation and cooking activities.

Developing practical and technical skills

- Demonstrating methods of ingredient preparation, cooking and finishing, and using equipment safely and hygienically to produce dough and pastry products.

Managing information

- Using information from recipes to produce dough and pastry products.

UNIT 3: PRODUCE DOUGH AND PASTRY PRODUCTS

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare, cook and finish dough products safely and hygienically to meet specified requirements		
A.P1 Follow recipes to prepare ingredients for dough products to specific requirements.	A.M1 Produce dough products to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	A.D1 Produce dough products to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
A.P2 Produce dough products to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
Learning aim B: Prepare, cook and finish pastry products safely and hygienically to meet specified requirements		
B.P3 Follow recipes to prepare ingredients for pastry products to specific requirements.	B.M2 Produce pastry products to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	B.D2 Produce pastry products to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
B.P4 Produce pastry products to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		

Essential information for assessment decisions

Learners might follow their own recipes or those given to them by tutors or relatives but this must be agreed with tutors. The dough and pastry products must use at least two different ingredients for each and a range of different preparation and cooking methods.

Learning aims A and B

For distinction standard, learners will:

- consistently demonstrate skills and a positive and flexible approach when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the products in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the products, showing control over the use of the appropriate tools and equipment, according to recipes
- make realistic and appropriate decisions in prioritising activities that will help to meet required timings, showing organisation and speed when working under pressure to produce the correct portion size of products that are perfectly cooked in terms of appearance, temperature, colour, texture, consistency, flavour and finish, e.g. they are tasty, enjoyable and the garnishes complete the visual picture
- produce two different dough and two different pastry products, using safe and hygienic working practices.

For merit standard, learners will:

- demonstrate skills and a positive and flexible attitude when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the products in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the products, showing the necessary skills to use appropriate tools and equipment, following the instructions in recipes
- make appropriate decisions in prioritising activities that help to meet required timings, producing the correct portion size of products that are cooked well in terms of appearance, temperature, colour, texture, consistency, flavour and finish, e.g. they taste good and look visually appealing
- produce two different dough and two different pastry products, using safe and hygienic working practices.

For pass standard, learners will:

- correctly follow routine instructions when preparing, measuring and weighing ingredients to meet the specific requirements of the products in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the products, using some of the correct tools and equipment and following some of the instructions in the recipes, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and some of the instructions in the recipes might be omitted or misinterpreted
- make straightforward decisions in prioritising activities to help meet required timings, producing products that are only just enough for the required portion size and might not meet all the correct requirements for appearance, temperature, colour, texture, consistency, flavour and finish, but are edible, e.g. the appearance and finish are acceptable, but they might be cold
- produce two different dough and two different pastry products, using safe and hygienic working practices.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are working in the hospitality industry as a junior pastry chef. You have been asked to produce a selection of dough and pastry products for an afternoon-tea style birthday party. You are to produce at least two different types of dough products and two different types of pastry products, including one sweet bun dough product, one bread dough product, one savoury puff pastry and one sweet short pastry. There should be a minimum of four portions of each product and appropriate finishing techniques should be used. You need to demonstrate safe and hygienic working practices when preparing, cooking and finishing the dough and pastry products. You will be observed demonstrating your skills to meet given requirements and specifications when producing dough and pastry products, including selecting and using the correct methods and equipment to prepare, cook and finish the ingredients needed. This will be supported by a statement on the suitability of the dough and pastry products in meeting given requirements and specifications in terms of, for example, appearance, texture and flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

On another occasion, you have been asked to assist a pastry chef in preparing dough and pastry products for a charity supper. You must cook and present two different dough and two different pastry products: one sweet, enriched dough product; one pizza dough product; one sweet short pastry and one choux pastry product to be sold at the event, for which you have been given product specifications. You must prepare and cook a minimum of four portions of each product and finish them in an appropriate manner. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by the head chef or your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

Dough and pastry products prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion on types and examples of dough and pastry products.

Learners complete worksheets to match methods of cooking with particular types of dough and pastry products.

A visit to a professional kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and would allow them to ask questions.

Learners could use their visit to a professional kitchen to see first-hand the use of available technology in line with business procedures and guidelines to achieve the best result when producing dough and pastry products.

Suggested time: about 5 hours.

Activity: How to prepare, cook and finish dough products using safe and hygienic working practices

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what types of dough products to cook. Learners identify, select and order the ingredients needed to produce two different dough products.

Learners must practise their skills to prepare, cook and finish different dough products in a set time specified by tutors. The main ingredients used must not be repeated in the two dough and two pastry products. For example, learners should not produce cinnamon apple-filled doughnuts, an apple tart and an apple pie; the main ingredient for the dough and the pastry products must not both be apples. It could be cinnamon and cheese, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. An example of different dough products learners could produce would be Chelsea buns and a pizza Margherita, or bread rolls. Learners should consider how their dough products will meet the appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the types of dough products they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing dough products, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

Suggested time: about 25 hours.

Activity: How to prepare, cook and finish pastry products using safe and hygienic working practices

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what types of pastry products to cook. Learners identify, select and order the ingredients needed to produce two different pastry products.

Learners must practise their skills to prepare, cook and finish different pastry products in a set time specified by tutors. The main ingredients used must not be repeated in the two pastry and

UNIT 3: PRODUCE DOUGH AND PASTRY PRODUCTS

two dough products. For example, learners must not produce an apple tart, an apple pie and cinnamon apple-filled doughnuts; the main ingredient for the pastry and dough products should not both be apples. It could be chocolate and vegetables, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. An example of different pastry products learners could produce would be an apple tart and chocolate éclairs, or a quiche Lorraine. Learners should consider how their pastry products will meet the appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the types of pastry products they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing pastry products, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

Suggested time: about 19 hours.

Activity: Review and tasting of dough and pastry products

Tutors complete reviews on learners' dough and pastry products, identifying ingredients that were prepared and cooked, and making suggestions for how their personal organisation, as well as the dough and pastry products, could be improved.

Learners could review their own performance and the dough and pastry products they have produced, identifying how they could improve on what they have achieved by completing a tutor-designed pro forma.

Peer review – learners taste each other's dough and pastry products and give feedback.

Suggested time: about 5 hours.

Essential resources

For this unit, learners need access to:

- a professionally equipped kitchen and support/classroom area
- appropriate large and small commercial equipment that is up to date and in good working order
- the range and quality of food items needed for them to complete the learning and assignment task successfully.

Links to other units

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Produce Biscuits, Cakes, Sponges and Desserts
- Unit 4: Patisserie and Confectionery Catering Operations.

Employer support/engagement

This unit would benefit from employer involvement in the form of a masterclass by a local bakery pastry chef to develop learners' skills in preparing, cooking and finishing dough and pastry products.

Unit 4: Patisserie and Confectionery Catering Operations

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

Unit in brief

Learners develop the skills needed to effectively plan, complete and review a patisserie and confectionery catering event.

Unit introduction

Imagine working at prestigious events such as a Royal Garden Party or afternoon tea at a five-star hotel, or providing the cakes, pastries and desserts on a cruise ship. Patisserie and confectionery products form part of a growing sector of the hospitality industry. The items are wide-ranging from a humble bread bun, to an elaborate gâteau or a birthday cake. Working in a team that is developing items for an event can be exciting, challenging and rewarding. Forward planning and early preparation are key to meeting customer needs, maximising profits and producing a successful event on the day.

In this unit, you will plan, organise and review a patisserie and confectionery catering event, which will demonstrate your patisserie and confectionery skills. You will be part of a team that prepares, cooks and serves menu items within a budget to meet customer needs. You will work within health and safety constraints, and manage stock and items of equipment in a sustainable way. Your work will help to maximise profits for your organisation or team. You will develop skills in reviewing the effectiveness of the items you use, and the event as a whole, measuring your own performance against the needs and requirements of your customers. You will build on the knowledge and skills developed in *Units 1, 2 and 3* by using what you have learned in a range of contexts.

This unit will give you the knowledge, personal behaviours and vocational skills to progress towards a service-based role in specialist patisserie and confectionery settings. Your work could be as a baker, the pastry chef in the kitchen of a large hotel, cruise liner, delicatessens, or as a contract caterer specialising in patisserie and confectionery products.

Learning aims

In this unit you will:

- A** Plan a patisserie and confectionery event to meet customer requirements
- B** Set up and service a patisserie and confectionery event to meet customer requirements
- C** Review the success of a patisserie and confectionery event in meeting customer requirements.

UNIT 4: PATISSERIE AND CONFECTIONERY CATERING OPERATIONS

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan a patisserie and confectionery event to meet customer requirements	A1 Planning a patisserie and confectionery event A2 Roles and responsibilities of those involved in planning a patisserie and confectionery event	Photographic/video evidence of learners planning, preparing for and running an event, which can be supported by observation records. This needs to be followed by a reflective account on the success of the event and learners' own performance at the hospitality event.
B Set up and service a patisserie and confectionery event to meet customer requirements	B1 Setting up a patisserie and confectionery event B2 Servicing a patisserie and confectionery event B3 Behaviours required when working with others	
C Review the success of a patisserie and confectionery event in meeting customer requirements	C1 Review the patisserie and confectionery event C2 Review own performance	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none">• Planning an event• Roles and responsibilities• Reviewing an event• Costing• Using contractors	<ul style="list-style-type: none">• Event themes• Health, safety and hygiene	<ul style="list-style-type: none">• Problem solving and communication• Managing information• Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Plan a patisserie and confectionery event to meet customer requirements

A1 Planning a patisserie and confectionery event

- Exploring patisserie and confectionery events, to include:
 - children's parties
 - afternoon tea
 - celebrations
 - fundraising events and their purpose.
- Exploring themes for events, e.g. event needs, specialist requirements and preparation requirements.
- Working within a budget set by the customer or contractor.
- Promoting the event where appropriate, including:
 - marketing
 - publicity
 - advertising.
- Using planning pro forma and worksheets for the required resources, including:
 - staff
 - equipment
 - food stock items
 - storage facilities.
- Developing costings that reduce waste through the efficient use of commodities, equipment, energy and staffing, e.g. the seasonality of food items, the type of equipment to be used, the application of technology.
- Using timesheets to schedule work activities and meet specific deadlines.
- Developing menus to meet customer requirements, including afternoon tea, finger buffet, high tea, sweet trolley, dessert menu.
- Meeting legislative requirements, to include:
 - food hygiene standards
 - allergens
 - health and safety
 - fire regulations.
- Sourcing and storage of items, including food commodities, stock control, e.g. temperature, humidity.
- Meeting customer requirements, to include:
 - times
 - menus
 - budget
 - size and location of the event
 - number of guests
 - decorations
 - room layout plan, to include:
 - table arrangements
 - seating arrangements of guests

UNIT 4: PATISSERIE AND CONFECTIONERY CATERING OPERATIONS

- dietary requirements
- food service style, e.g. self-service, waiter/waitress service.
- Determining number of type of staff required at the event, staff rostering.
- Planning to gather customer feedback after the event.

A2 Roles and responsibilities of those involved in planning a patisserie and confectionery event

- Establishing own role and responsibilities in the team organising the event, e.g. as coordinator, supervisor, team member, to include:
 - menu planning
 - costings
 - promotion
 - health and safety.
- Communicating with the client or contractor, including initial meeting, planning ongoing communication with the client or contractor, e.g. travel, parking and access arrangements for guests before the event.
- Training and briefing team members before the event, e.g. timings, the menu, specific requests from customers, disposal of waste.
- Specific event roles, e.g. event promotion, licensing, risk assessment.

Learning aim B: Set up and service a patisserie and confectionery event to meet customer requirements**B1 Setting up a patisserie and confectionery event**

- Structure of kitchen and workforce roles, e.g. team roles, workflow in professional kitchens.
- Recognising the importance of checking food stocks and keeping the food storage areas in good order.
- Recognising the importance of safe and hygienic working practices in relation to equipment and the storage of food items.
- Knowing the procedures to carry out stock control and how to deal with identified shortages and food close to expiry date.
- Knowing how to set up, prepare and clean down the work environment to a specified standard, e.g. Health and Safety at Work etc. Act 1974.

B2 Servicing a patisserie and confectionery event

- Meeting required standards for health, hygiene and safety.
- Using verbal and non-verbal communication skills, including open questions, personal appearance and supportive body language to effectively support the event as a whole, e.g. solving problems and issues that may arise.
- Using skills to display dishes and serve food.
- Welcoming guests and customer service, providing assistance and information, including advising on menu and dish content.
- Working with others in a timely, safe and hygienic manner, including supervising the menu items and tidying away as the event progresses.
- Hygienic cleaning, waste disposal, correct and safe storage of food items at the end of the event.

B3 Behaviours required when working with others

- Professional behaviours in organisational culture, e.g. personal appearance, preparation for work, including clean tools and equipment, clearing up as you work, communicating with others, teamwork.
- Responding to requests in a coherent and professional manner.
- Supporting team members and others when the need arises.
- Awareness of the challenges that impact on teams working in a time-bound environment, e.g. unexpected events, lack of or loss of an item of equipment, undercooking or overcooking an item, team member's illness.
- Working sustainably in a team setting.

Learning aim C: Review the success of a patisserie and confectionery event in meeting customer requirements**C1 Review the patisserie and confectionery event**

- Tools used to review an event, e.g. comment cards, team comments, customer comments, surveys, questioning.
- Gathering feedback from team members and customers regarding the success of the event, to include:
 - event preparation
 - the running of the event
 - tidying up after the event.
- Determining the success of the event, to include:
 - checking against plan, objectives and budget
 - deviation from plans
 - the menu items
 - timing of activities
 - working in the team
 - customer satisfaction.
- Making recommendations for future events, to include:
 - menu items
 - costings and budget control
 - teamwork and roles.

C2 Review own performance

- Reviewing customer requirements, to include review of the:
 - event
 - menu
 - budget.
- Reviewing the behaviours, the types and level of skills used in the team as a whole during the event.
- Reviewing own role and responsibilities in meeting customer requirements, to include:
 - event preparation
 - the running of the event
 - tidying up after the event.
- Reviewing overall contribution to the success of the event as a whole, e.g. team roles.
- Reviewing how unexpected situations were dealt with, e.g. lack of food items, equipment breakdown, staff illness.
- Identifying own strengths and areas for improvement, e.g. skills, knowledge, experience of similar events.

UNIT 4: PATISSERIE AND CONFECTIONERY CATERING OPERATIONS

Transferable skills

Problem solving and communication

- Determining and meeting customer requirements, meeting service deadlines, working as a team, using available equipment, liaising with front of house team.

Managing information

- Determining and meeting customer requirements, meeting service deadlines, budgetary constraints, complying with health and safety regulations and risk assessments.

Self-management and development

- Working in a professional environment, planning own time, reviewing own progress, working under pressure.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a patisserie and confectionery event to meet customer requirements		
A.P1 Produce a basic plan, including the resources and facilities needed for a patisserie and confectionery event to meet customer requirements.	A.M1 Produce an appropriate plan, including the resources and facilities needed for a patisserie and confectionery event, explaining why the features are suitable for customer requirements.	A.D1 Produce a detailed plan, including resources and facilities needed for a patisserie and confectionery event, justifying why the features are suitable for customer requirements.
Learning aim B: Set up and service a patisserie and confectionery event to meet customer requirements		
B.P2 Demonstrate the skills required to set up a venue for a patisserie and confectionery event to support basic customer requirements.	B.M2 Demonstrate effectively the setting up of a venue for a patisserie and confectionery event to support appropriate customer requirements.	B.D2 Demonstrate with confidence the setting up of a venue for a patisserie and confectionery event to meet customer requirements with accuracy.
B.P3 Demonstrate the ability to provide service at a patisserie and confectionery event.	B.M3 Demonstrate effectively the skills and behaviours required to provide service at a confectionery event, showing defined responsibilities and behaviours required to meet customer requirements.	B.D3 Demonstrate with confidence the skills and behaviours required to provide service at a confectionery event, showing the ability to adapt defined responsibilities and the behaviours required to meet customer requirements.
B.P4 Demonstrate appropriate behaviours when working with others.		
Learning aim C: Review the success of a patisserie and confectionery event in meeting customer requirements		
C.P5 Review the success of some aspects of an event, including feedback received.	C.M4 Review the success of most aspects of a patisserie and confectionery event considering own and team's performance, including feedback gathered, and designing a plan for improvement.	C.D4 Review the success of all aspects of a patisserie and confectionery event, considering own and team's performance, and selecting and using feedback to devise realistic and achievable actions for improvement.
C.P6 Identify strengths and areas of improvement for future events.		

Essential information for assessment decisions

Learners must meet customer requirements for the patisserie and catering event. These requirements must be part of the assignment brief and not devised by learners.

Assessment evidence must be independently produced by individual learners. In providing evidence for this unit, learners must demonstrate the teamwork and team interaction skills needed to work in a team in a patisserie and catering event. Learners must show that they have planned and organised a patisserie and catering event and appropriate team activities to an agreed standard to meet and exceed customer requirements and expectations. The standard must be agreed between the assessor and learners. Learners must also show that they have demonstrated different hospitality team activities, taking on different roles on a rotation basis, to required standards using appropriate skills. Learners should plan, organise and run a patisserie and catering event for 40 to 60 covers, and should be given a minimum of six to eight weeks to plan it. The duration of the event will depend on its size and type.

Learning aims A, B and C

For distinction standard, learners will:

- show the independence needed to produce a detailed plan for a patisserie and confectionery event to meet customer needs. They will exhibit a range of appropriate skills for menu planning, cost control and the sourcing resources and equipment for the event. They will lead a team to coordinate its members to meet and apply aspects of health, hygiene and safety, justifying the importance of these features to meet customer needs in a facility or service environment
- confidently demonstrate the accurate setting up and servicing skills required for a patisserie and confectionery event. They will respond confidently and professionally in order to attend to customer needs with accuracy. They will confidently use appropriate, wide-ranging communication skills and behaviours to enhance the planning process for an event with fellow team members and the customer
- accurately review the success of a patisserie and confectionery event using different customer feedback and feedback on own performance, noting what went well and what went wrong. They will apply an appropriate and adequate range of techniques to analyse customer reviews of their skills and behaviours when providing patisserie and confectionery items. They will identify areas of own development and justify how these can be improved on, as well as why they are essential.

For merit standard, learners will:

- produce an appropriate plan for a patisserie and confectionery event that meets customer needs. They will exhibit an appropriate range of skills in menu planning, cost control and sourcing resources and equipment for the event. In a team, they will coordinate its members to meet and plan aspects of health, hygiene and safety, explaining the importance of these features to meet customer needs in a facility or service environment
- participate in the setting up and servicing of a patisserie and confectionery event, demonstrating a clear role, appropriate behaviours and responsibilities throughout. Learners will support customers appropriately, greeting, assisting and informing them throughout the event. Learners will work in a team, contributing to the coordination of its members in meeting and applying aspects of health, hygiene and safety in a facility or service environment. Learners will demonstrate appropriate and professional skills and behaviours throughout a patisserie and confectionery event. They will respond appropriately to the demands that could occur at the event which impact on team success

- reflect and review on customer feedback, as well as their own performance, and explain areas of development for future events, noting what went well and what went wrong. They will demonstrate the use of review methods to gain customer feedback on the event. They will apply some appropriate and adequate techniques to analyse what customers thought of their skills and behaviours when providing patisserie and confectionery items to a brief or instruction. They will also apply appropriate and adequate performance indicators regarding the success of their skills and behaviours in a team. They will make a range of appropriate recommendations for enhancing the success of future events and indicate their areas for improvement.

For pass standard, learners will:

- produce a basic plan for a patisserie and confectionery event to meet customer needs. They will provide a limited but relevant approach when responding to customer needs throughout the planning of a patisserie and confectionery event. They will exhibit a limited range of skills in menu planning, cost control and sourcing resources and equipment for the event. As part of a team, they will contribute to planning aspects of health, hygiene and safety, recognising the importance of these features to meet customer needs in a facility or service environment
- demonstrate the basic skills needed to set up a patisserie and confectionery event, providing the service needed when contributing to a team. They will support customers appropriately when greeting and assisting them, keeping them informed throughout. In a team, they will contribute to meeting and applying aspects of event health, hygiene and safety. Learners will demonstrate basic behaviours and skills when contributing to the coordination of the event. They will participate in responding to customer needs that could impact on the team's performance. They will reflect on some aspects of sustainability in the workplace and show that they can use some appropriate communication skills
- demonstrate the use of a limited but appropriate range of review methods to establish the success of the event, just noting what went wrong. They will apply a limited but appropriate range of techniques to review what customers thought of their skills and their patisserie and confectionery items produced, based on the brief or instruction. They will review relevant performance indicators on the success of the event and identify areas that could be improved on for future events.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Learners will need to be supported in the planning and control of a patisserie and confectionery event. They should be given a set period of time and number of hours to complete the activities. The event would need to be a 'one-off' event such as a children's party or afternoon tea and not be part of normal centre-based activities. Learners will need to be supported at the event to ensure that planning and delivery are reviewed to establish whether the customer requirements were met.

Suggested scenario

Your tutor will provide a brief for a patisserie and confectionery event that you and your team members will plan, cook and serve at a specific time in your centre. The brief will either be a real event booked by an external customer for a group of people, for example a celebratory occasion, or a formal event, promoted for customers to attend, such as a prize-giving evening. You will work as part of a team but have individual responsibilities. You will help to plan, cost and serve the items for the event. You will produce evidence of the planning process, preparing the location for the event and servicing the event as a whole. At the actual event, you will work as a team member in a specific role to ensure that the customer requirements are met and service delivery is suitable for the occasion. You will use feedback to reflect on the success of the event as a whole and your contribution in particular. You will recommend how your work could be improved. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

An external client has given your tutor a brief for a patisserie and confectionery event that you and your team members will plan, cook and serve at a specific time in your centre. The brief will be a real or simulated event for a group of people such as a party or celebratory occasion. You will work as part of a team but have individual responsibilities. You will help to plan, cost and serve the items for the event. You will produce evidence of the planning process, preparing the location for the event and servicing the event as a whole. At the actual event, you will work as a team member in a specific role to ensure that the customer requirements are met and service delivery is suitable for the occasion. You will use feedback to reflect on the success of the event as a whole and your contribution in particular. You will recommend how your work could be improved. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion on the planning of a patisserie and confectionery provision and events, their scope, size and purpose. Learners undertake group discussion and complete worksheets to match the aspects of servicing specific events and the potential impact on the business and customer satisfaction. Guided discussion on the legislation that impacts on food production and service. A visit to a patisserie and/or confectionery setting that produces items or events would provide a useful introduction for learners to patisserie and confectionery practices, and allow learners to ask questions.

Suggested time: about 3 hours.

Activity: The roles and responsibilities of patisserie and confectionery practitioners

Tutor-led discussion about resourcing patisserie and confectionery items and events in response to a brief or customer instruction. Discussion around managing equipment, food and stock items, and people. Review of stock control methods and the evaluation techniques used to ensure that food items are in date and fit for purpose. Review of the team members needed to service an event.

In groups, learners plan and access resources for patisserie and confectionery items and events in response to a customer's brief or instruction. Learners review their skills and what happened, using a tutor-led method and sharing the information they have gathered.

Individual learners make recommendations for improvement in their own practice and in the team, including skill development.

Suggested time: about 6 hours.

Activity: How to plan a menu, cost and service an event

Tutor-led discussion about menu planning, costings and servicing a patisserie and confectionery event, including the items needed to service a brief or customer instruction. Discussion around menus for different events and locations, the cost of food and equipment in the preparation and the storage of food items for a particular purpose. The impact of legislation for particular products or items will be discussed.

In groups, learners plan and cost patisserie and confectionery items and events. Learners service straightforward patisserie and confectionery events. Learners review their skills and what happened, using a tutor-led method and sharing the information they have gathered.

Suggested time: about 8 hours.

UNIT 4: PATISSERIE AND CONFECTIONERY CATERING OPERATIONS

Activity: How to provide patisserie and confectionery items for an event

Tutor-led discussion about menu planning, costing and servicing a specific event for a customer or contractor. Discussion about team roles and the evaluation techniques to be used to seek customer feedback.

In teams, learners prepare, cook and serve patisserie and confectionery items in response to a brief. Data is captured regarding the success of the activity in meeting the customer needs and budgetary, hygiene, health and safety requirements.

Suggested time: about 8 hours.

Activity: How to review an event and personal performance

Tutor-led discussion of the review of the event as a whole.

Individual learners review what they have done and the skills and behaviours involved, making recommendations for improvement in their own practice and practice in the team, including skill development.

Suggested time: about 4 hours.

Essential resources

For this unit, learners will need access to:

- sample menus and costings
- outline details of the legislation that impacts on event provision and review tools.

Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Produce Biscuits, Cakes, Sponges and Desserts
- Unit 3: Produce Dough and Pastry Products.

Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a local bakery patisserie chef to develop learners' skills in planning a menu and preparing, cooking, finishing and reviewing patisserie and confectionery items.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) at Level 1 or Level 1/2
- Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example personal hygiene and appearance, organisation of own work, good communication skills, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities that are of a high quality and which are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

How will my learners become more employable through this qualification?

This qualification is mapped to the National Occupational Standards in Hospitality.

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamwork and entrepreneurialism, and completing realistic tasks have also been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The Pearson BTEC Level 2 Certificate in Patisserie and Confectionery is assessed using a combination of *internal assessments*, which are set and marked by tutors, and an *external assessment*, which is set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internally- and externally-assessed units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor.
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards.

We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the Essential information for assessment decisions and the Assessment activity sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence and that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activities
- oral or written presentations with assessor questioning
- work logbooks, reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must clearly document the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where in satisfying the M criteria a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria)); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the Essential information for assessment decisions section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment* available on our website. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. This external assessment assesses a unit that is 25% of the total qualification GLH and is weighted to contribute the same proportion of the overall qualification grade. The external assessments for these qualifications are available so that learners may be assessed at any suitable point in their programme.

See the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 1: Working in the Hospitality Industry	<ul style="list-style-type: none"> Onscreen test set and marked by Pearson. 75 minutes. 60 marks. 	On demand First assessment April 2018

For *Unit 1*, onscreen tests are available on demand starting from January 2018. These tests use a range of question types, including examiner-marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to issue results will vary.

We will provide a detailed timetable for entries, assessment and results annually in our *Information Manual*. Resits cannot be scheduled until a learner's result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time and opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment. Learners cannot take a further assessment until they have a result from the first assessment.

Learners who attempt an external assessment twice will have the better of the grades achieved used in the final grade calculation for the qualification.

Units

The externally-assessed units have a specific format which we explain in *Section 3 Units*. The content of units will be sampled across external assessments over time through appropriate papers. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and be aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions.

This applies to onscreen tests.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task. This applies to task-based assessments.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

8 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

9 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the Pearson *Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

10 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See the structure in *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external unit or who have not taken enough mandatory units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate	P to D

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size
	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

Points available for the external unit

Raw marks from the external unit will be awarded **points** based on performance in the assessment. The points scores available for the external unit at grade boundaries are as follows.

	Unit size
	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

We will automatically calculate the points for the external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Certificate	
Grade	Points threshold
P	64
M	88
D	112

The table is subject to review over the lifetime of the qualification.
The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of a Certificate with a P grade

Unit	GLH	Type	Grade	Points
1	60	External	Pass	16
2	60	Internal	Pass	16
3	60	Internal	Pass	16
4	60	Internal	Pass	16
	240		P	64

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a P grade.

Example 2: Achievement of a Certificate with a D grade

Unit	GLH	Type	Grade	Points
1	60	External	Merit	24
2	60	Internal	Distinction	32
3	60	Internal	Distinction	32
4	60	Internal	Distinction	32
	240		D	120

The learner has sufficient points for a D grade.

Example 3: Achievement of a Certificate with an Unclassified result

Unit	GLH	Type	Grade	Points
1	60	External	Merit	24
2	60	Internal	Distinction	32
3	60	Internal	Unclassified	0
4	60	Internal	Distinction	32
	240		U	88

The learner has a U in Unit 3.

The learner has sufficient points for a M but has not met the requirement for a Pass, or above, in all Units.

11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year or two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications. Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs which are approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Technicals.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.



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