

# **Pearson BTEC Level 2 Certificate in Professional Patisserie and Confectionery**

## **Specification**

BTEC Specialist qualification

First teaching September 2015

Issue 2: June 2016

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously entitled:

Pearson BTEC Level 2 Certificate in Professional Patisserie and Confectionery (QCF)

The QN remains the same.

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*All information in this specification is correct at time of publication.*

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# Summary of BTEC Level 2 Certificate in Professional Patisserie and Confectionery specification Issue 2 changes

<b>Summary of changes made between previous issue and this current issue</b>	<b>Page/section number</b>
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Certificate in Professional Patisserie and Confectionery
Qualification Number (QN)	601/6945/X
Accreditation start date	01/09/2015
Approved age ranges	16–18 19+
Credit value	30
Assessment	Centre-devised assessment (internal assessment) OR Centre-devised assessment (internal assessment) <b>and</b> Pearson-devised assessment (onscreen testing).
Total Qualification Time (TQT)	300
Guided learning hours	198
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i> ).

## **Qualification Number and qualification title**

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## **Qualification objective**

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The Pearson BTEC Level 2 Certificate in Professional Patisserie and Confectionery is for learners who want to work as patisserie chefs in the catering and hospitality sector. It allows the learner to gain the underpinning knowledge and skills that will enable them to develop occupational competence. Learners will enhance their knowledge of food safety, health and safety, employability skills, operational costs and menu planning in hospitality sector. Learners will also develop skills to prepare, products including dough, biscuits and cakes.

The qualification gives learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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This is a new qualification and therefore does not replace any previous qualifications.

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved The Pearson BTEC Level 2 Certificate in Professional Patisserie and Confectionery can progress to employment in a role such Pastry Chef. On completion of this qualification, learners can progress into employment as a patisserie chef and/or onto further learning opportunities including Pearson BTEC Level 3 Diploma in Professional Patisserie and Confectionery.

Learners could also progress to the Pearson BTEC Level 2 NVQ Diploma in Professional Cookery. This qualification can be taken on its own or as part of the Intermediate Apprenticeship in Hospitality. It is the competence-based qualification which focuses on the skills required in the job roles listed above.

## **Industry support and recognition**

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This qualification is supported by a professional body in the hospitality sector.

## **Relationship with Level 2 NVQ Diploma in Hospitality**

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The mapping document in *Annexe A* shows the links between the units within this qualification and some units in the Level 2 NVQ Diploma in Hospitality.

### 3 Qualification structure

#### **Pearson BTEC Level 2 Certificate in Professional Patisserie and Confectionery**

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	30
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/502/0132	Food Safety in Catering	2	1	9
2	H/500/8935	Health and Safety in Catering and Hospitality	2	3	12
3	K/500/8936	Healthier Food and Special Diets	2	1	7
4	A/601/2130	Catering Operations, Costs and Menu Planning	2	6	40
5	L/601/6506	Produce Hot and Cold Desserts and Puddings	2	3	24
6	Y/601/6508	Produce Paste Products	2	3	20
7	A/601/6503	Produce Biscuit, Cake and Sponge Products	2	4	28
8	J/601/6505	Produce Fermented Dough Products	2	4	28
9	Y/507/4091	Developing Skills for Employment in the Catering and Hospitality Industry	2	5	30

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally-assessed unit, learners must:

- achieve **all** the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Centres need to produce assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted. All assignment briefs created by centres should be fit for purpose and should be based on the unit assessment criteria.

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria. When devising the assessments, centres need to look closely at the verb used for each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, written tasks or reports, reflective journals) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence to satisfy the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

## Appeals

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Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Dealing with malpractice in assessment

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Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or 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 on 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.

### Internal assessment

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 and 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.

## **External assessment**

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 the document *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (available on the JCQ website, [www.jcq.org.uk](http://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**

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@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**

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, 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, please see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold 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 affected external assessments
- disqualification from the qualification
- debarment 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 the head 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, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## Reasonable adjustments to assessments

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Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

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

Both documents are on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Special consideration

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Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only. A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 5 Recognising prior learning and achievement

### **Recognition of Prior Learning**

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 6 Centre resource requirements

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

### General resource requirements

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- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) 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 qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Specific resource requirements

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As well as the general resource requirements given above, there are specific resources that centres must provide. All units require access to a suitable hospitality teaching environment. Additional requirements are listed by unit below.

## **7 Centre recognition and approval centre recognition**

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

### **Approvals agreement**

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

# 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

## **11 Access to qualifications for learners with disabilities or specific needs**

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to 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 from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

# 12 Units

Units have the following sections.

## **Unit title**

This is the formal title of the unit that will appear on the learner's certificate.

## **Unit reference number**

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## **Level**

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## **Credit value**

When a learner achieves a unit, they gain the specified number of credits.

## **Guided learning hours**

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## **Unit summary**

This summarises the purpose of the unit and the learning the unit offers.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

# **Unit 1: Food Safety in Catering**

**Unit reference number: H/502/0132**

**Level: 2**

**Credit value: 1**

**Guided learning hours: 9**

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## **Unit aim**

This unit will introduce you to the knowledge you will need to enable you to take personal responsibility for food safety as well as understand the basic principles of food safety necessary for working in the hospitality and catering industry preparing food. The unit identifies some of the necessary good practice including the legal requirements that must be applied to food, its storage and cooking, as well as the basic principles of good practice needed to keep and maintain food areas/kitchens clean and safe.

You will also gain an understanding of the importance of good personal hygiene, which helps to reduce the risks of food-related illnesses and food poisoning. You will also be taught the most common types of food hazards and how to avoid them.

You will identify common workplace health and safety and security hazards in kitchen situations, relating to equipment, hazardous substances, fires, contamination and infestation by pests. You will also know some simple control measures to reduce and to eliminate the risk of injury or illness arising from the hazards.

This unit provides an essential background for those who wish to study food preparation and cooking and work with food.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how individuals can take personal responsibility for food safety	1.1	Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour			
		1.2	Describe how to report food safety hazards			
		1.3	Outline the legal responsibilities of food handlers and food business operators			
2	Understand the importance of keeping him/herself clean and hygienic	2.1	Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination			
		2.2	Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds			
3	Understand the importance of keeping the work areas clean and hygienic	3.1	Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal			
		3.2	State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning			
		3.3	Outline the importance of pest control			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the importance of keeping food safe	4.1	State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards			
		4.2	Explain how to deal with food spoilage including recognition, reporting and disposal			
		4.3	Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food			
		4.4	Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food			
		4.5	Describe stock control procedures including deliveries, storage, date marking and stock rotation			

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## **Unit 2: Health and Safety in Catering and Hospitality**

**Unit reference number: H/500/8935**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 12**

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### **Unit aim**

This unit stresses the importance of health and safety in the catering and hospitality industry. You will develop an awareness of key health and safety legislative requirements relating to working in catering.

It provides the opportunity to examine common causes of accidents and learn how to identify and control hazards in the workplace.

In particular, you will develop an understanding of how to maintain a healthy and safe workplace through safe working practices, incident reporting and an awareness of emergency procedures.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of health and safety in the catering and hospitality industry	1.1	Identify the groups who have responsibilities in current legislation			
		1.2	Identify the legal responsibilities of employers and employees			
		1.3	Discuss the power of enforcement officers			
		1.4	Identify the action available to the enforcement officers in the event of non-compliance			
		1.5	State regulations covering specific safety issues			
		1.6	Identify common causes of ill health and accidents			
		1.7	List the potential costs of non-compliant health and safety practices			
		1.8	List the potential benefits of compliant health and safety practices			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to identify hazards in the catering and hospitality workplace	2.1	List causes of slips, trips and falls in the workplace			
		2.2	State the steps to minimise the risk of slips, trips and falls			
		2.3	Identify the main injuries from manual handling			
		2.4	State ways to reduce the risk of injury from lifting, carrying and handling			
		2.5	Identify the correct lifting procedure			
		2.6	Identify ways machinery/equipment can cause injuries			
		2.7	List control measures to avoid accidents from machinery/equipment			
		2.8	State types of hazardous substances			
		2.9	List control methods for hazardous substances to prevent exposure and protection of employees			
		2.10	Indicate the main causes of fire and explosions			
		2.11	State how elements of the fire triangle can be used to extinguish a fire			
		2.12	Identify dangers associated with electricity			
		2.13	Identify the measures to prevent electricity dangers			
		2.14	State methods to deal with electrical dangers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to control hazards in the workplace	3.1	Define the term 'hazard'			
		3.2	Define the term 'risk'			
		3.3	List the steps in the risk assessment process			
		3.4	Identify the benefits of risk assessment			
		3.5	State the control measures to reduce risk			
		3.6	State the reasons for reporting accidents			
		3.7	Explain the legal requirement for accident reporting			
		3.8	Outline the information to be recorded in the Accident Book			
		3.9	State the functions of PPE			
		3.10	State the employers' and employees' responsibilities regarding provision use, care and maintenance of PPE			
		3.11	State how the main types of safety signs can be identified			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to maintain a healthy and safe workplace	4.1	Briefly describe the sources of information which can assist in developing health and safety systems in the workplace			
		4.2	Identify the features in the food preparation area which will affect safe working practices			
		4.3	Identify the welfare facilities required for the staff in catering and hospitality operations			
		4.4	Define incident reporting			
		4.5	Outline the procedure to be followed when an incident is reported			
		4.6	Identify situations where emergency procedures must be followed			
		4.7	State the emergency procedure in the event of a serious accident/incident			

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# **Unit 3: Healthier Food and Special Diets**

**Unit reference number: K/500/8936**

**Level: 2**

**Credit value: 1**

**Guided learning hours: 7**

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## **Unit aim**

In this unit you will develop knowledge and understanding of the importance of good health and the principles of a balanced diet and to apply best practice in the preparation, cooking and serving of dishes, to ensure that changes in nutritional value are minimised.

You will learn about special diets and their causes and effects on individuals. Best practice in the preparation, cooking and serving of special diets is encouraged whilst developing an awareness of the responsibility of food providers to inform customers of the content of products or dishes.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principle of balanced diets	1.1	Outline current government nutritional guidelines for a healthy diet			
		1.2	State the sources of essential nutrients			
		1.3	Describe the impact of diet on health			
		1.4	Describe catering practices that help maintain the nutritional value of food			
2	Understand how to plan and provide special diets	2.1	Outline the main features of special diets			
		2.2	Describe the impact of special diets on health			
		2.3	Describe catering practices to be considered when planning and providing meals for those on special diets			

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# **Unit 4: Catering Operations, Costs and Menu Planning**

**Unit reference number: A/601/2130**

**Level: 2**

**Credit value: 6**

**Guided learning hours: 40**

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## **Unit aim**

In this unit you will develop your knowledge and understanding of kitchen organisation and the principles of menu planning. You will learn about staffing structures, roles and responsibilities within a kitchen hierarchy, and the reasons why teamwork is a vital element in food production and service.

You will examine the basic costs associated with the catering industry and the factors that must be monitored to control them. You will carry out basic calculations to determine the cost and the selling price of food dishes, and you will investigate how agreed net profit can be achieved.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the organisation of kitchens	1.1	Describe the structure of a 'partie system'			
		1.2	Identify current trends in food production operations			
		1.3	Explain the importance of kitchen layout to promote good work flow in relation to food production systems			
		1.4	Describe the importance of correct work flow in catering operations			
		1.5	Outline the staffing hierarchy in a traditional kitchen			
		1.6	Describe the responsibilities of specific job roles in a traditional kitchen organisation			
		1.7	State the reasons for good working relationships within the kitchen and food service department			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to plan and prepare menus for catering operations	2.1	Describe menus for different types of meal occasion			
		2.2	Interpret menus for food production			
		2.3	Explain the importance of the menu for food production and food service			
		2.4	Discuss the factors to be considered in the planning of menus			
		2.5	Identify the technical terminology used in menu planning			
3	Understand basic costs associated with the catering industry	3.1	Calculate costs and quantities relevant to simple activities in catering operations			
		3.2	Display basic numeracy skills using calculator and manual methods based on metric measurements			
		3.3	Calculate percentages to achieve a set gross profit			
		3.4	Explain the importance of food costs within catering operations			
		3.5	Describe the factors which must be monitored to control food costs and profit			
4	Be able to apply basic calculations used in catering operations	4.1	Calculate the food cost of dishes and determine the food cost per portion of dishes			
		4.2	Determine the selling price of different types of dish and menu at specific percentages of gross and net profit			
		4.3	Describe the elements of cost associated with catering operations			
		4.4	Explain the terms 'gross profit' and 'net profit'			
		4.5	Discuss factors to be considered to ensure that agreed net profit is achieved			

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## **Unit 5: Produce Hot and Cold Desserts and Puddings**

**Unit reference number: L/601/6506**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 24**

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### **Unit aim**

In this unit you will develop the knowledge, understanding and practical skills required for the preparation, cooking and finishing of hot and cold desserts and puddings for service in restaurants and to paying customers. You will learn how to prepare and cook both hot and cold desserts, identify the ingredients and equipment required, and how to check for quality.

You will learn about the accompanying sauces and creams, and how to finish and decorate desserts. You will be able to produce, prepare and cook desserts following food safety guidelines and legislation.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare and cook cold desserts	1.1	Identify different types of cold dessert			
		1.2	Identify quality points of ingredients for cold desserts			
		1.3	Prepare and cook cold desserts using correct equipment			
		1.4	Apply quality points to each stage of the process			
		1.5	State how to adjust the quantity of ingredients to give the correct portion yield from cold desserts			
		1.6	Demonstrate safe and hygienic practices			
		1.7	Describe preparation and cooking methods for cold desserts			
2	Finish cold desserts	2.1	Finish and present cold desserts using correct equipment			
		2.2	Describe the quality points when finishing cold desserts			
		2.3	Describe finishing and decorating techniques			
		2.4	Identify sauces, creams and coulis that may be served with cold desserts			
		2.5	Check the finished product meets dish requirements			
		2.6	Identify correct holding and storage procedures for finished products			
		2.7	Identify ingredients in cold desserts that may cause allergic reactions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prepare and cook hot desserts and puddings	3.1	Identify different types of hot desserts and puddings			
		3.2	Identify quality points of ingredients for hot desserts and puddings			
		3.3	Prepare and cook hot desserts and puddings using correct equipment			
		3.4	Apply quality points to each stage of the process			
		3.5	State how to adjust the quantity of ingredients to give the correct portion yield from hot desserts and puddings			
		3.6	Demonstrate safe and hygienic practices			
		3.7	Describe preparation and cooking methods for hot desserts and puddings			
4	Finish hot desserts and puddings	4.1	Finish and present hot desserts and puddings using correct equipment			
		4.2	Describe the quality points when finishing hot desserts and puddings			
		4.3	Describe finishing and decorating techniques			
		4.4	Identify sauces, creams and coulis that may be served with hot desserts and puddings			
		4.5	Check the finished product meets dish requirements			
		4.6	Identify correct holding and storage procedures for finished products			
		4.7	Identify ingredients in hot desserts and puddings that may cause allergic reactions			

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## **Unit 6: Produce Paste Products**

**Unit reference number: Y/601/6508**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 20**

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### **Unit aim**

In this unit you will develop the necessary knowledge and skills in order to prepare, cook and finish paste products for service in restaurants and to paying customers.

You will develop knowledge of different types of paste product, preparation and cooking methods and ingredients within paste products which may cause allergic reactions.

You will develop skills in preparing and cooking paste products such as sweet, puff and choux using the correct tools and equipment, whilst following safe and hygienic working practices.

You will also develop skills in finishing and presenting paste products, using different finishing and decorating techniques, ensuring that the finished product meets dish requirements.

### **Essential resources**

There are no special resources needed for this unit

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare and cook paste products	1.1	Identify different types of paste product			
		1.2	Identify the quality points of the main ingredients			
		1.3	Use correct tools and equipment to prepare and cook paste products, including <ul style="list-style-type: none"> <li>• Short</li> <li>• Sweet</li> <li>• Puff</li> <li>• Choux</li> </ul>			
		1.4	State the uses for paste products			
		1.5	State how to adjust the quantity of ingredients to give the correct portion yield from paste products			
		1.6	Demonstrate safe and hygienic practices			
		1.7	Describe the preparation and cooking methods for paste products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Finish paste products	2.1	Use tools and equipment in the finishing of paste products			
		2.2	Describe the quality points when checking finished paste products			
		2.3	Identify fillings, glazes, creams and icings that may be used to finish paste products			
		2.4	Finish and present paste products			
		2.5	Describe finishing and decorating techniques			
		2.6	Check the finished product meets dish requirements			
		2.7	State the storage procedures for finished products			
		2.8	Identify ingredients in paste products that may cause allergic reactions			

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# **Unit 7: Produce Biscuit, Cake and Sponge Products**

**Unit reference number: A/601/6503**

**Level: 2**

**Credit value: 4**

**Guided learning hours: 28**

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## **Unit aim**

In this unit you will develop the necessary knowledge, understanding and skills in order to prepare, cook and finish biscuit, cake and sponge products for service.

You will develop knowledge of different types of biscuit, cake and sponge product, the quality points of main ingredients and finished products and how to adjust ingredient quantities in order to ensure the correct portion yield.

You will develop skills in preparing, cooking and finishing biscuit, cake and sponge products, using the correct tools and equipment, whilst ensuring safe and hygienic working practices.

## **Essential resources**

There are no special resources needed for this unit

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare and cook biscuit, cake and sponge products	1.1	Identify different types of biscuit, cake and sponge product			
		1.2	Identify the quality points of the main ingredients for biscuit, cake and sponge products			
		1.3	Prepare biscuit products for baking			
		1.4	Prepare and cook cake and sponge mixtures for baking			
		1.5	Demonstrate use of the correct tools and equipment to prepare and cook biscuit, cake and sponge products			
		1.6	State the uses for biscuit, cake and sponge products			
		1.7	State how to adjust the quantity of ingredients to give the correct portion yield from biscuit, cake and sponge products			
		1.8	Demonstrate safe and hygienic practices			
		1.9	Describe the preparation and cooking methods for biscuit, cake and sponge products			

# **Unit 8: Produce Fermented Dough Products**

**Unit reference number: J/601/6505**

**Level: 2**

**Credit value: 4**

**Guided learning hours: 28**

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## **Unit aim**

In this unit you will develop the necessary skills, knowledge and understanding in order to prepare, cook and finish fermented dough products.

You will develop skills in preparing, cooking and finishing fermented dough products, identifying quality points of ingredients and finished products, using the correct tools and equipment and ensuring that products meet dish requirements. Throughout you will demonstrate safe and hygienic working practices.

You will develop knowledge of the different types of fermented dough products, what they are used for and storage procedures for both raw dough and finished products.

## **Essential resources**

There are no special resources needed for this unit

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare and cook fermented dough products	1.1	Identify different types of fermented dough product			
		1.2	Identify quality points of the main ingredients for fermented dough products			
		1.3	Prepare fermented dough products for baking			
		1.4	Use correct tools and equipment to prepare and cook fermented dough products			
		1.5	State the uses of fermented dough products			
		1.6	State how to adjust the quantity of ingredients to give the correct portion yield from fermented dough products			
		1.7	Demonstrate safe and hygienic practices			
		1.8	Describe preparation and cooking methods for fermented dough products			
		1.9	State storage procedures for raw dough			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Finish fermented dough products	2.1	Use correct tools and equipment in the finishing of fermented dough products			
		2.2	Describe the quality points when checking finished fermented dough products			
		2.3	Identify fillings, glazes, creams and icings that may be used for fermented dough products			
		2.4	Finish and present fermented dough products			
		2.5	Describe finishing and decorating techniques			
		2.6	Check the finished product meets dish requirements			
		2.7	State the storage procedures for finished fermented dough products			
		2.8	Identify ingredients in fermented dough products that may cause allergic reactions			

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## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the catering and hospitality industry	1.1	Describe the key influences on the catering and hospitality industry			
		1.2	Describe scope and size of the catering and hospitality industry			
		1.3	Explain the importance of the industry to the national economy			
		1.4	Use sources of information about the catering and hospitality industry			
		1.5	Describe the functions of professional associations			
		1.6	Identify the legal requirements to work within the catering and hospitality industry			
2	Be able to maintain personal appearance and manage time	2.1	State the importance of maintaining personal hygiene and a professional appearance			
		2.2	Describe how to maintain personal hygiene and a professional appearance			
		2.3	Maintain personal hygiene and a professional appearance			
		2.4	State the importance of time management			
		2.5	Describe how to manage time			
		2.6	Manage time to meet deadlines and targets			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to produce a plan to develop skill	3.1	Describe the purpose of a personal development plan			
		3.2	Describe how development plans are produced			
		3.3	Evaluate current skills against job aims			
		3.4	Identify an opportunity to develop a skill			
		3.5	Set and work towards targets			
		3.6	Record skills developed and areas for further improvement			
		3.7	Explain the importance of feedback			
4	Be able to prepare for a job application	4.1	Produce a Curriculum Vitae and covering letter			
		4.2	Identify a variety of interview skills			
		4.3	State the purpose of a Curriculum Vitae and the information to be included			
		4.4	Explain the purpose of a covering letter and its importance			
		4.5	State the importance of professional presentation and quality of content			

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## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))*
- *Equality Policy (Pearson)*
- *Recognition of Prior Learning Policy and Process (Pearson)*
- *UK Information Manual (Pearson)*
- *UK Quality Vocational Assurance Handbook (Pearson).*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [qualifications.pearson.com](http://qualifications.pearson.com)

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

# 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [qualifications.pearson.com](http://qualifications.pearson.com). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: [qualifications.pearson.com](http://qualifications.pearson.com)

## **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit, [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

## Annexe A

### Mapping with Level 2 NVQ Diploma in Hospitality

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in Professional Patisserie and Confectionery against the underpinning knowledge of the Level 2 NVQ Diploma in Hospitality. Centres can use this mapping when planning holistic delivery and assessment activities.

#### KEY

# indicates partial coverage of knowledge in the NVQ unit

A blank space indicates no coverage of the knowledge

BTEC Specialist units NVQ/competence-based units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	Maintain a safe, hygienic and secure working environment	#							
Work effectively as part of a hospitality team		#							
Produce healthier dishes			#						
Set up and close kitchen				#					
Produce basic hot and cold desserts					#				
Produce basic pastry products						#			
Produce basic cakes, sponges and scones							#		
Produce flour, dough and tray-baked products								#	



**June 2016**

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