

Pearson BTEC Level 3 Diploma in Professional Patisserie and Confectionery

Specification

BTEC Specialist qualification

First teaching September 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the 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

This qualification was previously known as:

Pearson BTEC Level 3 Diploma 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 Pearson BTEC Level 3 Diploma in Professional Patisserie and Confectionery specification issue 2 changes

Summary of changes made between previous issue and this current issue	Section number
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
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	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.

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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?

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

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 teachers 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 teachers or assessors will include 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 3 Diploma in Professional Patisserie and Confectionery
Qualification Number (QN)	601/6953/9
Accreditation start date	31/07/2015
Operational start date	01/09/2015
Approved age ranges	16–18 19+
Credit value	53
Assessment	Centre-devised assessment (internal assessment) OR Centre-devised assessment (internal assessment) and Pearson-devised assessment (onscreen testing).
Total Qualification Time (TQT)	530
Guided learning hours	384
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

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a unit reference number (URN).

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

Qualification objective

The Pearson BTEC Level 3 Diploma in Professional Patisserie and Confectionery is for learners who want to work as Patisserie Chefs with supervisory responsibilities, 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, decorative display, supervisory skills in the 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 3 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

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

Progression opportunities through Pearson qualifications

Learners that have achieved the Pearson BTEC Level 3 Diploma in Patisserie and confectionery can progress in their career to a supervisory role in the catering and hospitality sector, and it contributes to the knowledge and understanding related to the Level 3 NVQ Diploma in Professional Cookery and the L3 Hospitality Professional Cookery Apprenticeship. The qualification contains additional learning of skills and knowledge which go beyond the scope of the NOS

Industry support and recognition

The qualification is supported by a professional body in the Hospitality sector.

Relationship with Level 3 NVQ Diploma Professional Cookery (Patisserie and Confectionery)

The mapping document in Annexe A shows the links between the units within this qualification and some units in the Level 3 NVQ Diploma Professional Cookery (Patisserie and confectionery)

3 Qualification structure

Pearson BTEC Level 3 Diploma in Professional Patisserie and Confectionery

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	53
-------------------------------------------------	----

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/502/3775	The principles of food safety supervision for catering	3	3	25
2	F/507/4084	Supervisory skills in the hospitality industry	3	8	30
3	A/507/4083	Exploring gastronomy	3	11	60
4	J/507/4085	Produce dough and batter products	3	4	37
5	Y/507/4088	Produce hot, cold and frozen desserts	3	6	50
6	L/507/4086	Produce biscuits, cakes and sponges	3	6	49
7	R/507/4087	Produce petit fours	3	6	56
8	R/507/4090	Produce display pieces and decorative items	3	5	39
9	D/507/4089	Produce paste products	3	4	38

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

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

Dealing with malpractice in assessment

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).

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) 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. 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) with supporting documentation to 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) who will inform you of the next steps.

Reasonable adjustments to assessments

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

Special consideration

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

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

- 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

Specific resource requirements

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

Approvals agreement

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

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 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.

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

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 role of the supervisor in ensuring compliance with food safety legislation	1.1	Summarise the importance of food safety management procedures			
		1.2	Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance			
		1.3	Outline how the legislation is enforced			
2	Understand the application and monitoring of good hygiene practice	2.1	Explain the importance of, and methods for, temperature control			
		2.2	Explain procedures to control contamination and cross-contamination			
		2.3	Justify the importance of high standards of personal hygiene			
		2.4	Explain procedures for cleaning, disinfection and waste disposal			
		2.5	Outline requirements relating to the design of food premises and equipment			
		2.6	Describe the importance of, and methods for, pest control			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to implement food safety management procedures	3.1	Describe the importance to food safety of microbial, chemical, physical and allergenic hazards			
		3.2	Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions			
		3.3	Explain the requirements for monitoring and recording food safety procedures			
		3.4	Describe methods for, and the importance of, evaluating food safety controls and procedures			
4	Understand the role of the supervisor in staff training	4.1	Explain the requirements for induction and on-going training of staff			
		4.2	Explain the importance of effective communication of food safety procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Supervisory Skills in the Hospitality Industry

Unit reference number: F/507/4084

Level: 3

Credit value: 8

Guided learning hours: 30

Unit aim

In this unit you will develop the knowledge and understanding required for the supervision of an area in the hospitality industry. It is especially important that supervisors in the hospitality industry take health and safety into account, for the safety of the staff and clientele.

You will learn how to produce evidence for carrying out risk assessments and progress by implementing and monitoring health and safety policies. You will also learn the processes of recording and storing health and safety information. You will also study leadership skills, how to implement training for your team and the importance of team development.

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	Be able to apply and monitor good health and safety practices	1.1	Source support to meet health and safety legislative requirements			
		1.2	Conduct self in the workplace to meet relevant health and safety requirements			
		1.3	Carry out risk assessments			
		1.4	Record relevant information			
		1.5	Monitor health and safety policies and procedures			
		1.6	Carry out staff training needs analysis to meet health and safety requirements			
		1.7	Produce effective training materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know the health and safety requirements of a professional kitchen	2.1	Identify the requirements of health and safety legislation in relation to the professional kitchen			
		2.2	Explain how organisations ensure compliance with legislation			
		2.3	Explain the responsibilities of supervisors in relation to health and safety			
		2.4	Identify sources of support in meeting health and safety requirements			
		2.5	Explain the importance of carrying out risk assessments			
		2.6	Describe the process of carrying out a risk assessment			
		2.7	Explain the purpose of recording and reporting procedures			
		2.8	Identify training requirements common within the hospitality industry			
		2.9	Explain different methods of training			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Exploring Gastronomy

Unit reference number: A/507/4083

Level: 3

Credit value: 11

Guided learning hours: 60

Unit aim

In this unit you will develop the necessary knowledge and understanding of the principles of the dining experience. It covers the influences of the impact of gastronomy including cultural, religious, geographic location, transportation of commodities, science and technology.

You will also investigate suppliers of produce, and understand the benefits of sourcing food locally where possible. You will need to evaluate the factors that contribute to a dining experience and how customer needs differ.

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	Be able to understand the influences on eating and drinking culture	1.1	Evaluate dining experiences			
		1.2	Investigate the supply of commodities			
		1.3	Define the term gastronomy			
		1.4	Identify the factors that make a good dining experience			
		1.5	Identify different meal types and dining experiences			
		1.6	Explain the relationship between customer needs and different types of dining experience			
		1.7	Identify the types of beverages that complement different foods			
		1.8	Explain the influences of different cultures/religions on eating and drinking			
		1.9	Explain how science and technology have affected eating and drinking			
		1.10	Explain the influence changes in lifestyles have had on eating and drinking			
		1.11	Describe the influence of the media on eating and drinking			
		1.12	Describe the contributions of individuals who have made significant impact on professional cookery			
		1.13	Explain the considerations to take into account when choosing suppliers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.14	Describe the effect geography has on local produce			
		1.15	Explain the impact that the development of transport/ transportation has had on food			

Learner name: _____

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(if sampled)

Unit 4: Produce Dough and Batter Products

Unit reference number: J/507/4085

Level: 3

Credit value: 4

Guided learning hours: 37

Unit aim

In this unit you will develop your knowledge, understanding and practical skills in preparing, cooking and finishing dough and batter products for service. It will enable you to produce products using traditional methods, culinary science and contemporary styles.

You will be able to identify faults in products as well as correct and rectify them, learn how to use professional practices to control time and temperature, and to finish dough and batter products in a variety of ways whilst following food safety guidelines.

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 to produce dough and batter products	1.1	Explain techniques for the production of dough and batter products, including: <ul style="list-style-type: none"> • traditional, classical and modern skills and • techniques • culinary science • contemporary styles 			
		1.2	List appropriate flavour combinations			
		1.3	Explain considerations when balancing ingredients in recipes for dough and batter products			
		1.4	Explain the effect of preparation and cooking methods on the end product			
		1.5	Describe how to control time, temperature and environment to achieve desired outcome when producing dough and batter products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to finish dough and batter products	2.1	Understand how to finish dough and batter products			
		2.2	Identify fillings, glazes, creams and icings for dough and batter products			
		2.3	Identify ingredients in paste products that may cause allergic reactions			
		2.4	Explain how food costs and other factors affect profit when producing dough and batter products			
3	Be able to produce dough and batter products	3.1	Perform operations in line with current professional standards of practices			
		3.2	Produce dough and batter products to recipe specifications <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles 			
		3.3	Carry out quality checks during production of dough and batter products			
		3.4	Identify potential faults for a range of dough and batter products			
		3.5	Correct products that do not meet quality requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to finish dough and batter products	4.1	Finish dough and batter products <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles 			
		4.2	Check the finished product meets dish requirements			
		4.3	Present products to meet styles of service			
		4.4	Store dough and batter products correctly			

Learner name: _____

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Unit 5: Produce hot, cold and frozen desserts

Unit reference number: Y/507/4088

Level: 3

Credit value: 6

Guided learning hours: 50

Unit aim

In this unit you will develop your knowledge, understanding and practical skills in producing hot, cold and frozen desserts. You will prepare different types of desserts and develop advanced skills, as well as investigate costs and factors that affect profit when making puddings.

You will also learn about flavour combinations, presentation methods and styles.

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	Be able to produce hot, cold and frozen desserts	1.1	Perform operations in line with current professional practices			
		1.2	Produce hot, cold and frozen desserts to recipe specifications <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles 			
		1.3	Carry out quality checks during production of hot, cold and frozen desserts			
		1.4	Identify potential faults for a range of hot, cold and frozen desserts			
		1.5	Correct dishes that do not meet quality requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to produce hot, cold and frozen desserts	2.1	Explain techniques for the production of hot, cold and frozen desserts, including: <ul style="list-style-type: none"> • traditional, classical and modern skills and techniques • culinary science • contemporary styles 			
		2.2	List appropriate flavour combinations			
		2.3	Explain considerations when balancing ingredients in recipes for hot, cold and frozen			
		2.4	Explain the effect of preparation and cooking methods on the end product			
		2.5	Describe how to control time, temperature and environment to achieve desired outcome when producing hot, cold and frozen desserts			
3	Be able to finish hot, cold and frozen desserts	3.1	Finish hot, cold and frozen desserts: <ul style="list-style-type: none"> • traditional, classical and modern skills and techniques • culinary science • contemporary styles 			
		3.2	Check the finished product meets dish requirements			
		3.3	Present dishes to meet styles of service			
		3.4	Store hot, cold and frozen desserts correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to finish and factors to consider when producing hot, cold and frozen desserts	4.1	Identify fillings and refined sauces for hot, cold and frozen desserts			
		4.2	Identify ingredients in hot, cold and frozen desserts that may cause allergic reactions			
		4.3	Calculate food costs for producing hot, cold and frozen dessert			
		4.4	Explain how food costs and other factors affect profit when producing hot, cold and frozen desserts			

Learner name: _____

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Unit 6: Produce Biscuits, Cake and Sponges

Unit reference number: Y/507/4088

Level: 3

Credit value: 6

Guided learning hours: 50

Unit aim

This unit will prepare you for the production of biscuits, cakes and sponges. Baked items require particular skills and you will develop these throughout this unit. Using the correct tools and equipment, you will be able to prepare and cook products in a safe and hygienic manner.

You will learn how to finish the products using decoration and filling techniques in order to present biscuits, cakes or sponges in a way that the customer will expect. If the products have been baked in advance, you will also be studying safe and hygienic storage.

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	Be able to produce biscuits, cakes and sponges	1.1	Perform operations in line with current professional practices			
		1.2	produce biscuits, cakes and sponges to recipe specifications <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles 			
		1.3	Carry out quality checks during production of biscuits, cakes and sponges			
		1.4	Identify potential faults for a range of biscuits, cakes and sponges			
		1.5	Correct products that do not meet quality requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to produce biscuits, cakes and sponges	2.1	Explain techniques for the production of biscuits, cakes and sponges, including: <ul style="list-style-type: none"> • construction • traditional, classical and modern skills and techniques • culinary science • contemporary styles 			
		2.2	List appropriate flavour combinations			
		2.3	Explain considerations when balancing ingredients in recipes for biscuits, cakes and sponges			
		2.4	Explain the effects of preparation and cooking methods on the end product			
		2.5	Describe how to control time, temperature and environment to achieve desired outcome when producing biscuits, cakes and sponges			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish biscuit, cakes and sponges	3.1	Finish biscuits, cakes and sponges <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles 			
		3.2	Present products to meet styles of service			
		3.3	Store biscuits, cakes and sponges correctly			
4	Understand how to finish and evaluate biscuits, cakes and sponges	4.1	Identify fillings, glazes, creams and icings for biscuits, cakes and sponges			
		4.2	Identify ingredients in biscuits, cakes and sponges that may cause allergic reactions			
		4.3	Calculate food costs for producing biscuits, cakes and sponges			
		4.4	Explain how food costs and other factors affect profit when producing biscuits, cakes and sponges			

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(if sampled)

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	Be able to produce petits fours	1.1	Perform operations in line with current professional practices			
		1.2	Produce petits fours, including glacé, sec and confiserie variée, to recipe specifications: <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles 			
		1.3	Carry out quality checks during production of petits fours			
		1.4	Identify potential faults for a range of petits fours			
		1.5	Correct products that do not meet quality requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to produce petits fours	2.1	Explain techniques for the production of petits fours, including: <ul style="list-style-type: none"> • importance of consistency • traditional, classical and modern skills and techniques • culinary science • contemporary styles 			
		2.2	List appropriate flavour combinations			
		2.3	Explain considerations when balancing ingredients in recipes for petits fours			
		2.4	Explain the effect of preparation and cooking methods on the end product			
		2.5	Describe how to control time, temperature and environment to achieve desired outcome when producing petits fours			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish petits fours	3.1	Finish petits fours <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles 			
		3.2	Check the finished product meets dish requirements			
		3.3	Present products to meet styles of service			
		3.4	Store petits fours correctly			
4	Understand how to finish petits fours	4.1	Identify relevant fillings, glazes, creams and icings for petits fours			
		4.2	Identify ingredients in petits fours that may cause allergic reactions			
		4.3	Calculate food costs for producing petits fours			
		4.4	Explain how food costs and other factors affect profit when producing petits fours			

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(if sampled)

Unit 8: Produce Display Pieces and Decorative Items

Unit reference number: R/507/4090

Level: 3

Credit value: 5

Guided learning hours: 39

Unit aim

In this unit you will develop your knowledge, understanding and practical skills in producing display pieces and decorative items.

You will produce display items using a variety of techniques. You will design, construct and evaluate the piece against your design specification.

You will assemble the piece and finish using chocolate and sugar techniques. You will understand how to store the piece correctly and the importance of Controlling time, temperature and environment to produce a quality end product.

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 to produce display and decorative items	1.1	Finish display pieces and decorative items: <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques using culinary science • using contemporary styles 			
		1.2	Check the finished product meets dish requirements			
		1.3	Store display pieces and decorative items correctly			
		1.4	Describe finishes for display pieces and decorative items			
		1.5	Calculate costs for producing display pieces and decorative items			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to produce display pieces and decorative items	2.1	Perform operations in line with current professional practices			
		2.2	Design display pieces and decorative items for production			
		2.3	Produce display pieces and decorative items to design specifications <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques to incorporate culinary science • using contemporary styles 			
		2.4	Carry out quality checks during production of display pieces and decorative items			
		2.5	Identify potential faults for a range of display pieces and decorative items			
		2.6	Correct pieces and items that do not meet quality requirements			
		2.7	Explain techniques for the production of display pieces and decorative items, including: <ul style="list-style-type: none"> • construction techniques • traditional, classical and modern skills and techniques to incorporate culinary science • contemporary styles 			
		2.8	Explain key design considerations for display pieces and decorative items			
		2.9	Describe how to control time, temperature and environment to achieve desired outcome when producing display pieces and decorative items			

Learner name: _____

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(if sampled)

Unit 9: Produce Paste Products

Unit reference number: D/507/4089

Level: 3

Credit value: 4

Guided learning hours: 38

Unit aim

In this unit you will develop the knowledge, understanding and practical skills required for the production of paste products. You will learn how to prepare the various products and identify which tools and equipment are suitable.

This unit will enable you to explore how to correct faults with products. You will learn about cooking these items and take into account temperatures and healthy eating. You will be able to finish and present products using both filling and decoration techniques. If the products have been baked in advance, you will also be studying their safe and hygienic storage.

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 to produce paste products	1.1	Explain techniques for the production of paste products to include: <ul style="list-style-type: none"> • construction • traditional, classical and modern skills and techniques • culinary science • contemporary styles 			
		1.2	List appropriate flavour combinations			
		1.3	Explain considerations when balancing ingredients in recipes for paste products			
		1.4	Explain the effect of preparation and cooking methods on the end product			
		1.5	Describe how to control time, temperature and environment to achieve desired outcome when producing paste products			
2	Understand how to finish paste products and the factors to consider when producing paste products	2.1	Identify fillings, glazes, creams and icings for paste products			
		2.2	Identify ingredients in paste products that may cause allergic reactions			
		2.3	Calculate food costs for producing paste products			
		2.4	Explain how food costs and other factors affect profit when producing paste products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to produce paste products	3.1	Perform operations in line with current professional practices			
		3.2	Produce paste products to recipe specifications <ul style="list-style-type: none"> • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles 			
		3.3	Carry out quality checks during production of paste products			
		3.4	Identify potential faults for a range of paste products			
		3.5	Correct products that do not meet quality requirements			
4	Be able to finish paste products	4.1	Finish paste products <ul style="list-style-type: none"> • using construction techniques • using traditional, classical and modern skills and techniques • using culinary science • using contemporary styles 			
		4.2	Check the finished product meets dish requirements			
		4.3	Present products to meet styles of service			
		4.4	Store paste products correctly			

Learner name: _____

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Date: _____

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(if sampled)

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
- books, software and online resources for UK schools and colleges: 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

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

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

14 Professional development and training

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- 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.

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- 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

Annexe A

Mapping with Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery)

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualification in Professional Patisserie and Confectionery against the underpinning knowledge of the Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

A blank space indicates no coverage of the knowledge

indicates partial coverage of knowledge in the NVQ unit

NVQ/competence-based units	BTEC Specialist units								
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Maintain food safety when preparing, storing and cooking food	#								
Develop productive working relationships with colleagues		#							
Contribute to the development of recipes and menus			#						
Prepare, cook and finish complex bread and dough products				#					
Prepare, cook and finish complex hot desserts					#				
Prepare, cook and finish complex cold desserts					#				
Prepare, cook and finish complex cakes, sponges, biscuits and scones						#			
Prepare, cook and finish complex cakes, sponges, biscuits and scones								#	
Prepare, cook and finish complex pastry products									#

March 2017

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