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LEVEL 2 CERTIFICATE

FOR

PASTRY CHEFS AND PATISSIERS

Customer Service Statement

ABC Awards strives to provide a prompt, high quality service to enable its centres, in turn, to meet the needs of its customers. A full copy of ABC Awards' Customer Service policy can be seen on the web site. Any comments or suggestions are welcome, via the web site.

Enquiries

Any enquiries relating to the qualification contained within this specification should be directed to:

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Those without Internet access may also wish to contact this office.

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Background

ABC Awards, its Portfolio and Qualifications

ABC Awards (ABC) is approved by the Qualifications and Curriculum Authority (QCA) to offer qualifications throughout the United Kingdom. QCA is the regulatory body for public examinations and publicly funded qualifications and also has the authority to monitor awarding bodies through quality audits. ABC Awards has offices in Chorley, Nottingham, Reading and Taunton. ABC Awards' current portfolio contains qualifications accredited onto the National Qualifications Framework (NQF) ranging from Entry Level to Level 6. NQF qualifications are eligible for funding under the Learning and Skills Act 2000. More information on funding can be obtained from the Learning and Skills Council (LSC) – **www.lsc.gov.uk**

ABC Awards specialises in developing Vocationally Related Qualifications (VRQs). These are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills. In turn, NOS form the basis of National Vocational Qualifications (NVQs). Therefore, although VRQs have links with NVQs, they are not designed to deliver occupational competence and as such do not require delivery and assessment in the workplace. All ABC VRQs are mapped to the NOS for purposes of future accreditation of prior learning (APL) should candidates opt to achieve the NVQ at a later date.

ABC Awards has also developed a small number of NVQs and general qualifications for the NQF, details of which can be found on ABC Awards' website. In addition, ABC Awards offers an accreditation service for Customised Provision, which can usually be funded through "other provision" via the LSC. All Customised Provision courses are quality assured to meet the specified standards through the moderation, reporting and review processes which apply to ABC's entire portfolio of qualifications. Further details can be found on ABC Awards' website.

Centres offering ABC qualifications may be colleges, private training providers, community groups, adult education centres, schools, prisons and businesses.

ABC Awards works closely with other external bodies when developing a qualification for the NQF.

For this particular qualification ABC Awards has the support of: People 1st – **www.people1st.co.uk**

ABC VRQs are signposted for Key Skills or Basic Skills wherever possible. Whilst Key Skills are not a part of ABC VRQs, it is recognised that they are transferable skills that play an important role in developing personal effectiveness in adult and working life. Signposting illustrates which Key Skills may be realistically achieved through completion of this qualification; candidates may apply to other Key Skills awarding bodies for certification once they have achieved and been assessed in the relevant units.

ABC VRQs also provide opportunities for developing an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments). Each component of the wider curriculum is signposted as appropriate.

Finally, ABC qualifications are generally available throughout the UK, unless otherwise stated. Please note however that different regulations exist in Scotland. ABC provides all printed materials in English, however can provide materials in Welsh and/or Irish (Gaeilge) where requested and where appropriate.

Further information, policies, procedures and forms can be obtained from **www.abcawards.co.uk**

Centre Recognition and Qualification Approval

The policies and quality systems of a centre must be approved as a guarantee that candidates will receive their entitlement to fair and equal treatment and have access to a high standard of tuition, resources and fair assessment opportunities. Centres must complete the appropriate application form when requesting to deliver an ABC qualification.

If a centre is approved to run qualifications by another awarding body within a sector in which an ABC qualification/unit sits it will be given approval to deliver that qualification. However, if there is a need to check any specific resources, human or physical that may be a particular requirement of that qualification and/or its assessment additional approval may be required. A fee may be charged for the external moderation or verification of these additional requirements.

Submission of any approval documentation will be checked by a subject specialist by means of a visit to the centre or through postal moderation.

Centres should apply for approval prior to enrolling candidates in order to guarantee the appropriate resources are in place to allow candidates the maximum chance of success.

Health and Safety

Centres are required to ensure that health and safety regulations are adhered to at all times with regard to the health and well being of all staff and candidates. Centres will be expected to demonstrate ongoing compliance particularly in relation to specific qualification requirements.

Staffing

It is expected that all staff involved with the delivery of the course will be appropriately qualified to assess candidates against the standards. Generally teaching staff should be qualified and / or vocationally experienced to at least the level above that which they are teaching. ABC Awards' quality assurance procedures will monitor the way in which the centre's resources support candidates' achievement.

Evaluation and Review

There should be ongoing evaluation by the staff and candidates and this should take place in the following ways:

- Candidate self-evaluation
- Regular review of learning outcomes against agreed criteria
- Validation by suitably qualified and experienced internal assessor and internal moderator

Internal Moderation

ABC Awards requires centres to implement a programme of internal moderation to ensure that:

- Candidates gain access to fair and reliable assessment opportunities
- Everyone assesses to the same standards
- Assessment decisions of assessors are sampled and monitored to ensure consistency
- Assessors are supported with advice and guidance
- All work carried out is within agreed systems and procedures

Internal moderators must not, under any circumstances, check their own assessment decisions.

Further guidance on internal moderation can be seen on the website.

External Moderation

ABC Awards will appoint, train and allocate external moderators to:

- Visit each centre on ABC Awards' behalf, usually once per academic year
- Monitor and sample candidates' work to ensure that assessment decisions are fair, reliable, valid and consistent with required standards
- Liaise between centres and ABC Awards to establish standardisation
- Establish goodwill and assist with any problems arising from the delivery of an ABC qualification

Further guidance on external moderation can be seen on the website.

Accreditation of Prior Learning (APL)

ABC Awards encourages its centres to recognise the previous achievements of candidates through APL. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Once the assessor is satisfied that the evidence is authentic and current, s/he should assess the evidence against the requirements of the ABC unit(s) in the normal manner. Any queries should be referred to the internal moderator.

Diversity

ABC Awards will endeavour to ensure that through its policies, procedures and actions all candidates entered for assessment are treated fairly and on an equal basis. All centres will be expected to have a clear commitment in support of this objective.

Access to ABC qualifications is open to all candidates irrespective of gender, ethnic origin, creed, employment status, nationality, sexual orientation, marital status or special assessment arrangements. Centres must ensure that no candidate is subjected to unfair discrimination on any of these grounds in relation to access to assessment and to the fairness of the assessment.

A copy of ABC Awards' full policy can be seen on the website.

Level 2 Certificate for Pastry Chefs and Patissiers

QCA Accreditation No: 500/2109/6

Accreditation Start Date: 01/08/2007

Accreditation End Date: 31/08/2009

Certification End Date: 31/08/2011

Introduction

ABC Awards (ABC) offers a Pastry Chefs' and Patissiers' qualification at Levels 2 and 3, with in-course assessment and examinations at both levels. These qualifications stand on their own or could be offered as 'additionality' to general baking and catering courses. Level 2 relates to basic pastry work and Level 3 deals with more advanced work including chocolate, sugar and other decorative items.

Information on Level 3 is contained in a separate specification.

Aims

The qualification aims to:

- Introduce the candidate to the basic principles, skills and techniques required by Pastry Chefs and Patissiers
- Provide the candidate with the working knowledge and skills required to produce basic items, dishes (classical and contemporary) and menus relevant to the pastry section of a kitchen
- Develop in the candidate the ability to work effectively and organise their own working areas
- Provide the candidate with an understanding of economic considerations, which may become limiting factors in the use of materials and techniques
- Introduce the candidate to the range of materials, ingredients and equipment used in the pastry section of a kitchen
- Enable the candidate to understand and implement current health and safety practices
- Stimulate, encourage and develop, as far as possible, numeracy, literacy, IT, written and creative skills

It is expected that achievement of the examination will enhance current employment contribution or increase the employability of those seeking access to the workplace, as well as providing an excellent foundation to Level 3.

Outcomes

On completion of the programme, the candidate will be able to demonstrate:

- Knowledge of the basic principles, skills and techniques used by Pastry Chefs and Patisiers
- The effective use of skills and knowledge in the production of basic items, dishes (classical and contemporary) and menus relevant to the pastry section of a kitchen
- The ability to recognise and use the ingredients, materials and equipment, used at an elementary level to produce patisserie, confectionery and yeast-based items
- An understanding and a practical knowledge of the basic principles, processes and methods used in the production of patisserie, confectionery and yeast-based items
- Knowledge of the law relating to health, hygiene and safety
- An awareness of personal hygiene and the ability to work in the kitchen using hygienic working practices

Target Group

This qualification is intended for Patisiers, Pastry Chefs and other people who will be responsible for preparing a range of patisserie products in catering establishments. It may be offered as a freestanding course in its own right or offered to candidates on other full/part-time or block release catering courses who wish to acquire a more detailed knowledge and practice of patisserie and confectionery.

ABC Level 2 Certificate for Pastry Chefs and Patisiers is also designed for those candidates:

- Wishing to acquire pastry skills to enhance future employment prospects
- Wishing to progress to more advanced study
- Seeking a specialist qualification in addition to their main programme of study
- Already in employment and looking for further professional development
- Studying for personal development in the wider sense of Lifelong Learning

Entry Requirements

No specific qualifications are required for entry to the Level 2 qualification. However it is recommended that candidates accessing this programme will have completed full-time education up to the age of 14 years.

Progression Opportunities

Progression could be to ABC Level 3 Diploma for Pastry Chefs and Patissiers.

The qualification also provides underpinning knowledge, understanding and enhancement for candidates pursuing or wishing to pursue an NVQ Level 2/3, or similar, in Hospitality and Catering or in Bakery.

Successful completion of the qualification may allow progress onto other courses or directly into employment.

Candidates who develop a particular interest in the Sugar Paste unit may wish to expand their knowledge and skills by undertaking the relevant units of the ABC Cake Decoration Level 3 qualification.

Centres must implement a guidance procedure and an equal opportunities policy. Centres must be satisfied that all candidates accepted will be capable of achieving the outcomes of the course at the stated level.

Qualification Structure

The ABC Level 2 Certificate for Pastry Chefs and Patissiers is made up of six mandatory units:

Unit 1	Basic Patisserie Knowledge (M/501/0817)*
Unit 2	Prepare, cook and present basic fermented products (T/501/0818)*
Unit 3	Prepare, cook and present basic pastry products (A/501/0819)*
Unit 4	Prepare, cook and present basic hot sweets (T/501/0821)*
Unit 5	Prepare, cook and present basic cold sweets (A/501/0822)*
Unit 6	Prepare, cook and present basic sponge, cake and confectionery items (J/501/0824)*

* Numbers in brackets indicate QCA Unit numbers.

The qualification has been allocated a minimum of 140 guided learning hours for completion.

The LSC definition of 'guided learning hours' is "all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners".

Centres should bear this in mind when planning qualification delivery.

Qualification Delivery

Centres are encouraged to choose the most suitable curriculum model for their candidates. Whilst the sequential delivery of topics is a possibility and may provide the most straightforward way of determining completion of individual topics, it is inevitable that some degree of integration of topics will occur.

Throughout the course a simulated working atmosphere/environment should be adopted. In addition, candidates should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local patisserie establishments are strongly recommended.

The unit structure of the practical part of the scheme will enable candidates to achieve accreditation for units successfully completed, if for some reason they are unable, or do not wish to achieve a full certificate. It should be noted that the units are **not** expected to occupy equal amounts of time.

Centres must ensure that adequate arrangements are in place for supporting candidates. This could be either through separate tutorial/assessment sessions or through the use of time within structured study sessions both formal and informal.

Centres are recommended to provide information and guidance to their candidates on the availability and type of employment the programme may lead to and on the progression routes available for further education and training in the field.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general/key skills studies.

Resources

To enable candidates to satisfactorily experience and complete all aspects of the Level 2 programme, centres will need to indicate to ABC Awards their equipment and resources available. Forms will be sent to centres applying for scheme approval. The following is recommended:

A fully equipped kitchen environment, preferably biased towards patisserie work, to include:

Large equipment

- Ovens
- Prover
- Ranges
- Salamander
- Microwave ovens
- Refrigerators
- Deep freeze
- Steamer (or combi oven)
- Induction hob
- Mixers and attachments
- Food processors
- Tray racks
- Suitably sized stainless steel tables

There should be ample bowls, baking trays, pans, sieves, scales, jugs, etc. for each candidate to access for practical work. In addition, the following small equipment should be available:

Small equipment

- Flan rings
- Cake tins/hoops
- Sponge tins
- A range of moulds including:
 - i. Tartlet moulds
 - ii. Barquette moulds
 - iii. Dariole moulds
 - iv. Cream horn moulds
- Pastry cutters
- Ramekin dishes
- Silpat mats
- Crêpe pans
- Cooling wires/racks
- Temperature probes/thermometers
- Piping equipment

Students are expected to provide a professional basic knife kit, piping bag and a small range of piping tubes.

Assessment

External assessment

Candidates will sit an examination paper of one hour duration, containing 40 multiple-choice questions. The questions will be externally set by ABC Awards and externally marked. The examination paper covers Unit 1, Basic Patisserie Knowledge, and the specification for the paper is as follows:

Unit Topics	Weighting
Kitchen and personal hygiene, health and safety	10
Cereal products (short grain rice, semolina, long grain rice, wholemeal) and flours (wholemeal, strong, soft, wheatmeal, brown, scone flour, self raising, cornflour)	8
Aerating (physical, chemical, biological) agents	12
Dairy products to include fats and oils, milk, creams, yoghurts, cheeses, eggs (fresh, pasteurised, powdered, frozen)	12
Sugars, fruits, jams, mincemeat and curds	10
Flavouring agents, essences, colouring agents, thickening and gelling agents	8
Convenience foods and their application and use in the pastry department	6

General principles and methods of procedure in production, presentation and cooking of goods, including common causes and correction of faults	16
Recipe construction, balance and costing	8
Culinary terms	5
Selection, use and care of equipment	5
TOTAL	100%

There are fixed date examinations twice a year where centres may choose to complete the external assessment component – see the website for further information.

The pass mark for the written examination is 50%, however candidates achieving higher marks will be graded with a merit or distinction – see Certification.

Internal Assessment

The practical work is divided into five units. The content of each unit is listed in the Qualification Content and is also set out in the Candidate Record Book. Candidates must complete satisfactorily all the specified practical work in a unit to achieve a pass for that unit. The practical work may be completed in a practice kitchen or in a production situation and must be of suitable commercial quality, to be confirmed by the tutor or supervisor as of Pass standard.

Recording Assessment

A Candidate Record Book is available as a separate document for each candidate and can be downloaded from the ABC Awards' website. These record books are a way of ensuring that all the requirements of the practical units are met and must be retained for inspection by the external moderator. **Photographs of completed pastry products provide ideal supporting evidence for the record book.**

Certification

A certificate will be issued to successful candidates. To qualify for the award of a full certificate at Level 2 a candidate must obtain:

- (a) Competence in each of the practical units
- (b) Not less than 50 per cent of the total marks on the written Basic Patisserie Knowledge paper

Grades of achievement will be recorded on the certificate according to the following criteria:

Basic Patisserie Knowledge	
Distinction: 80 - 100%	
Merit:	65 - 79%
Pass:	50- 64%

(ie the grading is based solely on the examination paper)

A certificate of Unit Credit will be awarded to candidates successful in one or more components but less than the total required for a full certificate.

Qualification Content

UNIT 1 BASIC PATISSERIE KNOWLEDGE

Demonstrate a basic knowledge of the underlying theory and costs involved in the making of goods and dishes specified in the Practical Units 2-6. On completion of this unit the candidate will be able to:

- 1.1 Understand the basic principles, terminology, equipment, methods and ingredients associated with the production of patisserie and confectionery items
- 1.2 Demonstrate a basic knowledge of the sources, composition, manufacture, treatment, grades available, choice for specific goods and dishes, storage and use of the following raw materials:
 - a) Cereals and farinaceous products: wheat flour (white, brown), cornflour, rice, semolina, arrowroot
 - b) Aerating agents (chemical, physical and mechanical means of aeration): yeast (compressed and dried), baking powder
 - c) Dairy products: milk (fresh, dried, evaporated, condensed) cream (dairy, single, double, whipping, synthetic). Eggs (shell, dried/powdered/pasteurised, whole, yolks, whites)
 - d) Sugar: caster, granulated, icing, brown, nib, syrup, honey, fondant, and confectioners' glucose
 - e) Fats: lard, vegetable fats and oils, margarines, butter, suet
 - f) Fruits and preserves: fresh, dried, canned and frozen. Jams, mincemeat and citrus curds
 - g) Miscellaneous thickening and gelling agents: starches, gelatine, pectin, agar-agar, and carrageen
 - h) Flavouring agents (natural and artificial): essences and extracts, fruit purées/concentrates, spices
 - i) Colouring agents and their use in enhancing presentation: liquid, paste and powder
- 1.3 Identify and state the uses of convenience mixes and products
- 1.4 Understand the following in relation to the work produced in practical items/dishes:
 - a) The principles involved
 - b) The procedures of preparation
 - c) Working and presentation
 - d) Simple common faults and their causes
- 1.5 Identify and understand simple culinary terms used in patisserie work
- 1.6 Understand recipe construction and balance, including costing, scaling and patisserie methods of portion control

- 1.7 Describe the use and care of equipment including mechanical / electrical types (small and large)
- 1.8 Understand the importance of basic food hygiene in the work place:
 - a) Understand the general law relating to food hygiene in the hospitality industry and the individual's responsibility
 - b) Demonstrate an understanding of personal hygiene
 - c) Understand hygienic work practices
 - d) Demonstrate knowledge of food poisoning, contamination and microbiology
 - e) Describe the various methods of pest control
 - f) Explain the importance of the cleaning and care of equipment and premises
- 1.9 Understand the importance of Health and Safety in the work place:
 - a) Explain the main provisions of the Health and Safety at Work Act etc.
 - b) Show an awareness of basic first aid procedures
 - c) Identify the equipment and methods used in fire prevention
 - d) Identify procedures for fire alarm alert and evacuation procedures
 - e) Outline the procedure in case of accident or illness

NB In the production of items in these units, various methods should be demonstrated, eg rubbing-in, creaming, whisking and melting.

UNIT 2 PREPARE, COOK AND PRESENT BASIC FERMENTED PRODUCTS	
Demonstrate a practical knowledge and application of: the use, ingredients and production of fermented products. On completion of this unit the candidate will be able to:	
2.1	Understand and demonstrate safe and hygienic work practices
2.2	Select ingredients, prepare and bake fermented products, e.g. bread rolls (white, brown and shaped)
2.3	Prepare basic bun dough - and from the dough produce a range of goods, e.g. Swiss, Bath, Chelsea, currant buns, doughnuts and Devonshire splits

UNIT 3 PREPARE, COOK AND PRESENT BASIC PASTRY PRODUCTS

Demonstrate a practical knowledge and application of: the use, ingredients and production of various pastes. On completion of this unit the candidate will be able to:

- 3.1 Understand and demonstrate safe and hygienic work practices
- 3.2 Select ingredients, prepare and bake a range of short paste items, e.g. fruit pies and tarts (hard and soft fruits, berry and tropical fruits), pasties and savoury flans
- 3.3 Prepare a sweet paste - and from the paste produce a range of items, e.g. flans, tartlets, shortbread, barquettes, blind and raw filling baked
- 3.4 Select ingredients, prepare puff paste by either English or French method, and from the pastes produce a variety of goods and, where appropriate, their fillings, e.g. turnovers, bouchées, vol au vents, palmiers, cream horns, Eccles cakes, bandes and sausage rolls. Describe various methods of production including English, Scottish and French. Utilise convenience paste where appropriate
- 3.5 Select ingredients, prepare choux paste and from the paste produce a range of goods, e.g. éclairs, profiteroles
- 3.6 Demonstrate a practical knowledge and appropriate application of: the use, ingredients and production of sauces, creams, fillings, finishes, glazes

UNIT 4 PREPARE, COOK AND PRESENT BASIC HOT SWEETS

Demonstrate a practical knowledge and application of: the use, ingredients and production of hot sweets. On completion of this unit the candidate will be able to:

- 4.1 Understand and demonstrate safe and hygienic work practices
- 4.2 Select ingredients, prepare and cook steamed or baked sponge puddings, e.g. jam, syrup, chocolate, fruit (Eves pudding) and ginger
- 4.3 Prepare a range of suet puddings, e.g. fruit, rolls, jam / syrup
- 4.4 Select ingredients, prepare and cook milk puddings, e.g. rice, semolina
- 4.5 Select ingredients, prepare and cook egg custard dishes, e.g. bread and butter pudding and variations of
- 4.6 Demonstrate the production of different batters:
 - a) Pancake, e.g. crêpes (lemon, jam and apple)
 - b) Fritters (apple, banana, pineapple)

Also the production of frying batters (e.g. yeast, egg, beer and baking powder)
- 4.7 Prepare and cook a range of fruits and hot fruit based dishes, e.g. stewed, poached, baked apple and compôte des fruits (including dried fruits), crumble and Eves pudding

UNIT 5 PREPARE, COOK AND PRESENT BASIC COLD SWEETS

Demonstrate a practical knowledge and application of: the use, ingredients and production of cold sweets. On completion of this unit the candidate will be able to:

- 5.1 Understand and demonstrate safe and hygienic work practices
- 5.2 Select ingredients, prepare, cook and present:
 - a) Fruit based bavarois
 - b) Sauce Anglaise based bavarois
 - c) Mousse
 - d) Convenience mixes
- 5.3 Prepare a range of trifles – English, Italian (tiramisu)
- 5.4 Produce egg custards, e.g. crème caramel, crème brûlée, diplomat pudding
- 5.5 Select ingredients and prepare cold fruit dishes, e.g. fresh fruit salad, fruit fools, summer puddings and other cold fruit desserts

UNIT 6 PREPARE, COOK AND PRESENT BASIC SPONGE, CAKE AND CONFECTIONERY ITEMS

Demonstrate a practical knowledge and application of: the use, ingredients and production of various confectionery items. On completion of this unit the candidate will be able to:

- 6.1 Understand and demonstrate safe and hygienic work practices
- 6.2 Prepare and bake sponges, e.g. Genoese sponge and Swiss roll
- 6.3 Prepare and bake basic cakes e.g.; Madeira, cherry, Victoria sponge, ginger cake, light fruit cake
- 6.4 Prepare and bake scones e.g. plain, sweet, savoury, fruited
- 6.5 Produce cold meringues – i.e. shells, nests, meringue pie, pavlova

Appendices

1 Tutor Guidance – Sauces, Creams and Finishes

Additional guidance on the above

2 Recommended Reading List and Useful Websites

A useful reading list and websites

3 National Occupational Standards Mapping

For information purposes, this mapping shows the links to the national standards. Candidates completing these qualifications may be able to use some of their evidence for APL against the associated NVQ; however this would be at the discretion of the NVQ Awarding Body.

4 Key Skills Signposting

For information purposes, this signposting shows the links to the Key Skills. Candidates completing this qualification may be able to use some of their evidence for APL against the associated Key Skill; however this would be at the discretion of the Key Skill Awarding Body.

5 Wider Curriculum Signposting

For information purposes, this signposting shows how the ABC Level 2 Certificate for Pastry Chefs and Patissiers provides opportunities for the candidate to develop an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments).

6 ABC Glossary and Acronyms

An explanation of some of the terms, phrases and abbreviations commonly used throughout ABC documentation

1 Tutor Guidance – Sauces, Creams and Finishes

In a practical situation, the candidate will be required to prepare and produce a selection of sauces, creams, fillings and finishes, for example:

1 SAUCES

- (a) Anglaise
- (b) Cornflour-based sauces
- (c) Chocolate
- (d) Jam
- (e) Syrup
- (f) Fruit coulis

2 CREAMS AND FINISHES

- (a) Pastry cream
- (b) Butter cream (Italian meringue or syrup based. **Not icing sugar mixed with salted butter.**)
- (c) Fresh and synthetic cream
- (d) Water icing
- (e) Fondant
- (f) Stock syrup
- (g) Glazes
- (h) Chocolate flavoured coating

2 Recommended Reading List and Useful Websites

Practical Cookery	Ceserani & Kinton
Basic Pastry work	LG Nicoletto & J Dindale
Patisserie	L J Hannemann
The Roux Brothers on Patisserie	Michel & Albert Roux
L'Éveil des Sens	Philippe Bertrand & Philippe Marand
Basic pastry work techniques	LG Nicoletto & J Dinsdale
New International Confectioner	Wilfred Fance
The Complete Patissier	EJ Kollist
Baked Products Science, Technology and Practice	Cauvain
Complete Confectionery Techniques	I Nicoletto & R Foote

Websites:

www.barry-callebaut.com
www.worldchocolatemasters.com
www.notterschool.com
www.keylink.org
www.nadellpatisserie.com

3 National Occupational Standards Mapping

The ABC Level 2 Certificate for Pastry Chefs and Patisseries is mapped to the following national standards:

People 1st – Food and Drink standards 2004

People 1st – Food Prep and Cooking standards 2005

ABC Level 2 Certificate for Pastry Chefs and Patisseries Unit Title		National Occupational Standards Reference Food and Drink/<i>Food Prep and Cooking</i>
1	Basic Patisserie Knowledge	Unit 1 GEN1/04 Maintain a safe, hygienic and secure working environment Unit 2 GEN3/05 Maintain food safety when storing, preparing and cooking food
2	Prepare, cook and present basic fermented products	Unit 1 GEN1/04 Maintain a safe, hygienic and secure working environment Unit 2 GEN3/05 Maintain food safety when storing, preparing and cooking food <i>Unit 2FPC9/05 Prepare, cook and finish basic bread and dough products</i>
3	Prepare, cook and present basic pastry products	Unit 1 GEN1/04 Maintain a safe, hygienic and secure working environment Unit 2 GEN3/05 Maintain food safety when storing, preparing and cooking food <i>Unit 2FPC10/05 Prepare, cook and finish basic pastry products Unit 3FPC6/05 Prepare, cook and finish complex pastry products Unit 3FPC14/05 Produce sauces, fillings and coatings for complex desserts</i>
4	Prepare, cook and present basic hot sweets	Unit 1 GEN1/04 Maintain a safe, hygienic and secure working environment Unit 2 GEN3/05 Maintain food safety when storing, preparing and cooking food <i>Unit 2FPC14/05 Prepare and cook basic cold and hot desserts</i>

5	Prepare, cook and present basic cold sweets	<p>Unit 1 GEN1/04 Maintain a safe, hygienic and secure working environment</p> <p>Unit 2 GEN3/05 Maintain food safety when storing, preparing and cooking food</p> <p><i>Unit 2FPC14/05 Prepare and cook basic cold and hot desserts</i></p>
6	Prepare, cook and present basic sponge, cake and confectionery items	<p>Unit 1 GEN1/04 Maintain a safe, hygienic and secure working environment</p> <p>Unit 2 GEN3/05 Maintain food safety when storing, preparing and cooking food</p> <p><i>Unit 2FPC11/05 Prepare, cook and finish basic cakes, sponges and scones</i></p> <p><i>Unit 3FPC5/05 Prepare, cook and finish complex cakes, sponges, biscuits and scones</i></p> <p><i>Unit 3FPC13/05 Prepare, cook and finish complex cold desserts</i></p>

4 Key Skills Signposting

The ABC Level 2 Certificate for Pastry Chefs and Patisiers is mapped to the following Key Skills:

Level 2 Application of Number
Level 2 Information Technology
Level 2 Communication
Level 2 Working with Others
Level 2 Improving own Learning and Performance
Level 2 Problem Solving

This signposting is in line with the current Foundation/Advanced Modern Apprenticeship Framework, however evidence will probably be found for other Key Skills levels if required.

Application of Number Level 2		
Key Skill	ABC Unit	Signposting
N2.1 Interpret information from two different sources, including material containing a graph	1	Evidence could be derived by interpreting information such as from costing exercises
N2.2 Carry out calculations to do with: a amounts and sizes b scales and proportion c handling statistics d using formulae	1	Evidence could be derived when carrying out costing exercises
N2.3 Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram	1	Evidence could be derived by interpreting any calculations carried out in N2.2 and presenting them in different ways

Information Technology Level 2		
Key Skill	ABC Unit	Signposting
IT2.1 Search for and select information for two different purposes	All units	Evidence could be generated by researching unit content on the Internet
IT2.2 Explore and develop information, and derive new information, for two different purposes	All units	Evidence could be generated by presenting information found in research
IT2.3 Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers	All units	Evidence could be generated by presenting combined information found in research

Communication Level 2		
Key Skill	ABC Unit	Signposting
C2.1a Contribute to a discussion about a straightforward subject	All units	Evidence could be generated by discussing different aspects of the unit
C2.1b Give a short talk about a straightforward subject, using an image	All units	Evidence could be generated by giving an illustrated talk on any aspect of the unit
C2.2 Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image	All units	Evidence could be generated by researching information for the unit
C2.3 Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image	All units	Evidence could be generated by writing information for the portfolio based around the research carried out

Working with Others Level 2		
Key Skill	ABC Unit	Signposting
WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements	All units	Evidence could be derived by planning and setting up working arrangements with others
WO2.2 Work co-operatively with others towards achieving identified objectives, organising tasks to meet your responsibilities	All units	Evidence could be derived by working with others towards objectives set
WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives	All units	Evidence could be derived by reviewing and improving, where necessary, work with others.

Improving Own Learning and Performance Level 2		
Key Skill	ABC Unit	Signposting
LP2.1 Help set short term targets with an appropriate person and plan how these will be met	All units	Evidence could be generated by completing action plans and by arranging a programme of review with the person in charge, recording activities completed and progress made.
LP2.2 Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: studying a straight forward subject; learning through a straightforward practical activity	All units	Evidence could be generated by completing action plans and by arranging a programme of review with the person in charge, recording activities completed and progress made.
LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task	All units	Evidence could be generated by completing action plans and by arranging a programme of review with the person in charge, recording activities completed and progress made.

Problem Solving Level 2		
Key Skill	ABC Unit	Signposting
PS2.1 Identify a problem and come up with two options for solving it	All units	Evidence could be derived by showing an understanding of and identifying ways of solving a problem, carrying out an option for solving a problem and by evaluating the effectiveness of the approach used.
PS2.2 Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed	All units	Evidence could be derived by showing an understanding of and identifying ways of solving a problem, carrying out an option for solving a problem and by evaluating the effectiveness of the approach used.
PS2.3 Check if the problem has been solved by applying given methods, describe results, and explain your approach to problem solving	All units	Evidence could be derived by showing an understanding of and identifying ways of solving a problem, carrying out an option for solving a problem and by evaluating the effectiveness of the approach used.

5 Wider Curriculum Signposting

With regard to the enhancement of spiritual understanding, two definitions within the Oxford English dictionary state '*of the human spirit or soul, not physical or worldly*' and '*of the Church or religion*'. This qualification does not contribute to an understanding of spiritual issues.

The word 'Moral' can be defined as '*of or concerned with the goodness and badness of human character or with the principles of what is right and wrong in conduct*'. In the delivery of the qualification a tutor must undertake to instil in a student the difference between good and bad practice, most significantly in those practices relating directly to their employment. So in the context of the latter definition, an understanding of moral issues may be gained from this award.

A definition of 'Ethical' is given as '*morally correct, honourable*' i.e. compliance with given procedures and processes. To integrate into a working environment, an individual will always be required to conform to accepted principles of conduct, professionally as well as personally, and the lessons learnt during this programme of study should stand them in good stead.

A definition of 'Social' is '*of the mutual relations of people or classes living in an organised community*'. There may be minimal understanding of social issues gained from working together as a team during delivery of the qualification.

'Cultural' can be defined as 'the customs and civilisation of a particular people or group'. Cultural awareness may feature in this qualification when making/researching pastries/dishes from other countries e.g. France, Italy.

European developments may have a bearing on this qualification in terms of changes in Health, Safety and Hygiene legislation that may occur.

Health and Safety issues run throughout this qualification and are of tremendous importance. The safe and correct use of equipment, safety of self and others, safe food handling etc should always be emphasised.

Environmental awareness runs throughout this qualification, in terms of safe disposal of waste products. Candidates should also be made aware of the importance of a safe and clean environment and the consequences of unhygienic conditions.

6 Glossary and Acronyms

ABC

ABC Awards.

Accreditation

The process through which the regulatory authorities (QCA) confirm that a qualification and the associated specification conform to the regulatory criteria.

Accreditation of Prior Learning (APL)

The process of recognising a candidate's previous achievements or learning.

Assessment

The process of making judgements about the extent to which a candidate's work meets the assessment criteria (requirements that must be met in order to achieve success, or a given grade) for a qualification or unit, or part of a unit.

Awarding Body

An organisation or consortium that awards qualifications.

Basic Skills

Basic Skills refers to the ability to read, write and speak English / Welsh and use mathematics at a level necessary to function and progress at work and in society in general.

Centre

An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.

Centre Recognition

A process through which a centre wishing to offer ABC's qualifications is confirmed as being able to maintain the required quality and consistency of assessment and comply with other expectations of the awarding body

External Assessment

A form of independent assessment where assessment tasks are set, and candidates' work assessed, by the awarding body.

External Moderator

An individual appointed by the awarding body to ensure accurate and consistent standards of assessment, across centres and over time.

Internal Assessment

Assessment where assessment tasks are set, and candidates' work assessed, wholly within the candidate's centre, subject where appropriate to external moderation.

Internal Moderator

An individual appointed by the centre to secure accurate and consistent standards of assessment, both between assessors operating within a centre and between centres offering the same award.

Key Skills

General skills that apply across occupational and academic fields and assist in improving learning and performance.

Knowledge Requirements

The part of the ABC qualification that the candidate needs to know.

Learning and Skills Council (LSC)

The body responsible for funding and planning education and training for over 16-year-olds in England.

Learning Outcomes

The part of the ABC qualification that the candidate needs to do.

Level

The level at which a qualification is positioned in the National Qualifications Framework.

Moderation

The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

National Occupational Standards (NOS)

Statements which describe the outcomes of competent work in an occupational field.

National Qualifications Framework (NQF)

The framework used by the regulatory authorities to position qualifications in England, Wales and Northern Ireland.

National Vocational Qualification (NVQ)

NVQs are work-related, competence based qualifications that reflect the skills and knowledge needed to do a job effectively throughout the country. They represent the national standards recognised by employers.

Qualification Approval

A process through which a centre wishing to offer a particular qualification is confirmed as being able to maintain the required quality and consistency of assessment and has the correct resources, facilities and equipment specific to the qualification

Qualifications and Curriculum Authority (QCA)

Government-designed statutory organisation required to establish national standards for qualifications in England and secure consistent compliance with them (the regulatory authorities in Wales and Northern Ireland are ACCAC and CCEA respectively).

Sector Skills Council (SSC)

A body recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.

Unit

The smallest part of a qualification that is (generally) capable of certification in its own right.

Vocationally Related Qualification (VRQ)

VRQs are linked to NVQs but are different. They are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills and do not have to be delivered in the workplace.