

# Qualification Handbook

## BIIAB Level 3 Certificate in General Patisserie and Confectionery

601/6242/9

C00/0743/4

Version 2

## BIIAB Level 3 Certificate in General Patisserie and Confectionery Handbook

Version and date	Change, alteration or addition	Section
Version 2, January 2018	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 6, 12
	Updated RoC with TQT figures	Section 6

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## **1. About the BIIAB Level 3 Certificate in General Patisserie and Confectionery**

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulation in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>	<b>Qualification Wales Approval/Designation Number</b>
BIIAB Level 3 Certificate in General Patisserie and Confectionery	601/6242/9	C00/0743/4

## **2. Objective and Purpose of this Qualification**

The BIIAB Level 3 Certificate in General Patisserie and Confectionery has been designed to provide learners with the knowledge, understanding and skills to work in professional cookery, creating complex pastry and confectionery products.

The qualification is particularly appropriate for those who wish to learn in an educational environment, such as a college, rather than in the workplace.

This qualification is a key component of the People 1<sup>st</sup> Advanced Level Apprenticeship in Catering and Professional Chefs (Patisserie and Confectionery pathway).

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for professional cookery at this level.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

### **3. About this Handbook**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 6. BIIAB Level 3 Certificate in General Patisserie and Confectionery Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Certificate in General Patisserie and Confectionery learners **must** gain a **total of 31** credits. This **must** consist of:

- **Minimum total** credit: **31**
- Mandatory group A **minimum** credit: **31**
- A **minimum of 31** credits **must** be achieved through the completion of units at **Level 3** and above.
- GLH: **269**
- TQT: **310**

The qualification has been developed based upon industry feedback as to the fundamental knowledge required for the sector at the level.

Listed below are the qualification units.

### Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
3APC10	A/601/6565	Produce petits fours	6	3	56	Assessment Activity Module
3APC11	K/601/6562	Produce paste products	4	3	38	Assessment Activity Module
3APC08	J/601/6567	Produce hot, cold and frozen desserts	6	3	50	Assessment Activity Module
3APC07	L/601/6568	Produce fermented dough and batter products	4	3	37	Assessment Activity Module
3APC09	R/601/6569	Produce biscuits, cake and sponges	6	3	49	Assessment Activity Module
3APC12	R/601/6572	Produce display pieces and decorative items	5	3	39	Assessment Activity Module

## **7. Age Restriction**

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

## **8. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge to work effectively in Professional Cookery. It also will allow for a number of progression routes into other Level 3 or Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery)
- BIIAB Level 4 NVQ Diploma in Management
- BIIAB Level 4 Diploma in Tourism and Catering
- Career progression.



## **9. Assessment**

### **Overview of assessment strategy**

The qualification contains units which provide the learner with the ability to obtain knowledge and skills which can later be demonstrated in the workplace. These units are assessed by Assessment Activity Modules (AAMs). The AAMs are internally marked assessments, containing a series of activities, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Alternatively, centres may wish to devise their own assessments for the knowledge units. If so Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

### **Assessment process**

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Assessment Strategy**

The Assessment Strategy has been designed by People 1<sup>st</sup>. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current People 1<sup>st</sup> designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

### **People 1<sup>st</sup> Assessment Strategy**

#### **Occupational expertise of assessors and verifiers**

The requirements relating to the occupational expertise of assessors and verifiers is set out in Table 1. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Table 2.

**Table 1 - Occupational Expertise of Assessors and Verifiers**

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

<b>Assessors, Internal Quality Assurers and External Quality Assurers must:</b>	<b>A</b>	<b>IQA</b>	<b>EQA</b>
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry	✓	✓	✓
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	✓	✓	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Table 2).	✓	Good Practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).	✓	✓	✓

**Table 2 - Qualifications and Training relevant to Assessors and Verifiers**

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1<sup>st</sup> is not stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

<b>Qualification / Training</b>	<b>Competence based unit / qualification</b>	<b>A</b>	<b>IQA</b>	<b>EQA</b>
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership (with food and drink units)	✓		
Licensing	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision (with food and drink units)			

### **Continuous Professional Development**

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1<sup>st</sup> require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Table 3.

**Table 3 - Continuous Professional Development for Assessors and Verifiers**

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

<b>Updating occupational expertise</b>	<ul style="list-style-type: none"> <li>• Internal and external work placements</li> <li>• Work experience and shadowing (e.g. within associated departments)</li> <li>• External visits to other organisations</li> <li>• Updated and new training and qualifications</li> <li>• Training sessions to update skills</li> <li>• Visits to educational establishments</li> <li>• Trade fairs</li> </ul>
<b>Keeping up to date with sector developments and new legislation</b>	<ul style="list-style-type: none"> <li>• Relevant sector websites</li> <li>• Membership of professional bodies</li> <li>• Papers and documents on legislative change</li> <li>• Networking events</li> <li>• Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events)</li> <li>• Staff development days</li> </ul>
<b>Standardising and best practice in assessment</b>	<ul style="list-style-type: none"> <li>• Regular standardisation meetings with colleagues</li> <li>• Sharing best practice through internal meetings, newsletters, email circulars</li> <li>• Comparison of assessment and verification in other sectors</li> <li>• Attending awarding organisation meetings / seminars</li> </ul>

**Assessment**

People 1<sup>st</sup> advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market.

As such assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People 1<sup>st</sup> recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers

do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1<sup>st</sup> expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation, (see section 3.4 of People 1<sup>st</sup> Assessment Strategy).
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment / induction period.

### **Simulation**

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1<sup>st</sup> units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

### **Appeals**

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## **10. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## **11. Resources**

BIIAB provides the following additional resources for this qualification:

- Assessment Activity Modules (AAMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Summative Reflective account template
- Access to the units.

All of these resources are available for download via The Hub on [centrezone.bii.org](http://centrezone.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### **Access to the Units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezone.bii.org](http://centrezone.bii.org)

### **Learner Summative Reflection**

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.



## **12. Design and Delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## **13. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Number / Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **14. Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## **15. Qualification Review and Feedback**

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please visit [centrezone.biiab.org](http://centrezone.biiab.org).

<b>Unit Title</b>	<b>Produce petits fours</b>
<b>BIIAB Reference</b>	<b>3APC10</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>GLH</b>	<b>56</b>
<b>Unit Reference No.</b>	<b>R/601/6565</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Produce petits fours	<p>1.1 Perform operations in line with current professional practices</p> <p>1.2 Produce petits fours, including glacé, sec and confiserie variée, to recipe specifications</p> <ul style="list-style-type: none"> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul> <p>1.3 Carry out quality checks during production of petits fours</p> <p>1.4 Identify potential faults for a range of petits fours</p> <p>1.5 Correct products that do not meet quality requirements</p> <p>1.6 Explain techniques for the production of petits fours, including</p> <ul style="list-style-type: none"> <li>• Importance of consistency</li> <li>• Traditional, classical and modern skills and techniques</li> <li>• Culinary science</li> <li>• Contemporary styles</li> </ul> <p>1.7 List appropriate flavour combinations</p> <p>1.8 Explain considerations when balancing ingredients in recipes for petits fours</p> <p>1.9 Explain the effect of preparation and cooking methods on the end product</p> <p>1.10 Describe how to control time, temperature and environment to achieve desired outcome when producing petits fours</p>

<b>Unit Title</b>	<b>Produce petits fours</b>	
<b>BIIAB Reference</b>	<b>3APC10</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>56</b>	
<b>Unit Reference No.</b>	<b>R/601/6565</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Finish petits fours	2.1	Finish petits fours <ul style="list-style-type: none"> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul>
	2.2	Check the finished product meets dish requirements
	2.3	Present products to meet styles of service
	2.4	Store petits fours correctly
	2.5	Identify relevant fillings, glazes, creams and icings for petits fours
	2.6	Identify ingredients in petits fours that may cause allergic reactions
	2.7	Calculate food costs for producing petits fours
	2.8	Explain how food costs and other factors affect profit when producing petits fours

<b>Unit Title</b>	<b>Produce paste products</b>
<b>BIIAB Reference</b>	<b>3APC11</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>GLH</b>	<b>38</b>
<b>Unit Reference No.</b>	<b>K/601/6562</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Produce paste products	<p>1.1 Perform operations in line with current professional practices</p> <p>1.2 Produce paste products to recipe specifications</p> <ul style="list-style-type: none"> <li>• Using construction techniques</li> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul> <p>1.3 Carry out quality checks during production of paste products</p> <p>1.4 Identify potential faults for a range of paste products</p> <p>1.5 Correct products that do not meet quality requirements</p> <p>1.6 Explain techniques for the production of paste products, including</p> <ul style="list-style-type: none"> <li>• Construction</li> <li>• Traditional, classical and modern skills and techniques</li> <li>• Culinary science</li> <li>• Contemporary styles</li> </ul> <p>1.7 List appropriate flavour combinations</p> <p>1.8 Explain considerations when balancing ingredients in recipes for paste products</p> <p>1.9 Explain the effect of preparation and cooking methods on the end product</p> <p>1.10 Describe how to control time, temperature and environment to achieve desired outcome when producing paste products</p>

<b>Unit Title</b>	<b>Produce paste products</b>	
<b>BIIAB Reference</b>	<b>3APC11</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>38</b>	
<b>Unit Reference No.</b>	<b>K/601/6562</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Finish paste products	2.1	Finish paste products <ul style="list-style-type: none"> <li>• Using construction techniques</li> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul>
	2.2	Check the finished product meets dish requirements
	2.3	Present products to meet styles of service
	2.4	Store paste products correctly
	2.5	Identify relevant fillings, glazes, creams and icings for paste products
	2.6	Identify ingredients in paste products that may cause allergic reactions
	2.7	Calculate food costs for producing paste products
	2.8	Explain how food costs and other factors affect profit when producing paste products



<b>Unit Title</b>	<b>Produce hot, cold and frozen desserts</b>	
<b>BIIAB Reference</b>	<b>3APC08</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>50</b>	
<b>Unit Reference No.</b>	<b>J/601/6567</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 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"> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul>
	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
	1.6	Explain techniques for the production of hot, cold and frozen desserts, including <ul style="list-style-type: none"> <li>• Traditional, classical and modern skills and techniques</li> <li>• Culinary science</li> <li>• Contemporary styles</li> </ul>
	1.7	List appropriate flavour combinations
	1.8	Explain considerations when balancing ingredients in recipes for hot, cold and frozen
	1.9	Explain the effect of preparation and cooking methods on the end product
	1.10	Describe how to control time, temperature and environment to achieve desired outcome when producing hot, cold and frozen desserts

<b>Unit Title</b>	<b>Produce hot, cold and frozen desserts</b>	
<b>BIIAB Reference</b>	<b>3APC08</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>50</b>	
<b>Unit Reference No.</b>	<b>J/601/6567</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Finish hot, cold and frozen desserts	2.1	Finish hot, cold and frozen desserts <ul style="list-style-type: none"> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul>
	2.2	Check the finished product meets dish requirements
	2.3	Present dishes to meet styles of service
	2.4	Store hot, cold and frozen desserts correctly
	2.5	Identify relevant fillings and refined sauces for hot, cold and frozen desserts
	2.6	Identify ingredients in hot, cold and frozen desserts that may cause allergic reactions
	2.7	Calculate food costs for producing hot, cold and frozen desserts
	2.8	Explain how food costs and other factors affect profit when producing hot, cold and frozen desserts

<b>Unit Title</b>	<b>Produce fermented dough and batter products</b>	
<b>BIIAB Reference</b>	<b>3APC07</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>37</b>	
<b>Unit Reference No.</b>	<b>L/601/6568</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Produce fermented dough and batter products	1.1	Perform operations in line with current professional practices
	1.2	Produce fermented dough and batter products to recipe specifications <ul style="list-style-type: none"> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul>
	1.3	Carry out quality checks during production of fermented dough and batter products
	1.4	Identify potential faults for a range of fermented dough and batter products
	1.5	Correct products that do not meet quality requirements
	1.6	Explain techniques for the production of fermented dough and batter products, including <ul style="list-style-type: none"> <li>• Traditional, classical and modern skills and techniques</li> <li>• Culinary science</li> <li>• Contemporary styles</li> </ul>
	1.7	List appropriate flavour combinations
	1.8	Explain considerations when balancing ingredients in recipes for fermented dough and batter products
	1.9	Explain the effect of preparation and cooking methods on the end product
	1.10	Describe how to control time, temperature and environment to achieve desired outcome when producing fermented dough and batter products

<b>Unit Title</b>	<b>Produce fermented dough and batter products</b>	
<b>BIIAB Reference</b>	<b>3APC07</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>37</b>	
<b>Unit Reference No.</b>	<b>L/601/6568</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Finish fermented dough and batter products	2.1	Finish fermented dough and batter products <ul style="list-style-type: none"> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul>
	2.2	Check the finished product meets dish requirements
	2.3	Present products to meet styles of service
	2.4	Store fermented dough and batter products correctly
	2.5	Identify relevant fillings, glazes, creams and icings for fermented dough and batter products
	2.6	Identify ingredients in paste products that may cause allergic reactions
	2.7	Calculate food costs for producing fermented dough and batter products
	2.8	Explain how food costs and other factors affect profit when producing fermented dough and batter products

<b>Unit Title</b>	<b>Produce biscuits, cakes and sponges</b>
<b>BIIAB Reference</b>	<b>3APC09</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>GLH</b>	<b>49</b>
<b>Unit Reference No.</b>	<b>R/601/6569</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 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"> <li>• Using construction techniques</li> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul> 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 dishes that do not meet quality requirements 1.6 Explain techniques for the production of biscuits, cakes and sponges, including <ul style="list-style-type: none"> <li>• Construction</li> <li>• Traditional, classical and modern skills and techniques</li> <li>• Culinary science</li> <li>• Contemporary styles</li> </ul> 1.7 List appropriate flavour combinations 1.8 Explain considerations when balancing ingredients in recipes for biscuits, cakes and sponges 1.9 Explain the effect of preparation and cooking methods on the end product 1.10 Describe how to control time, temperature and environment to achieve desired outcome when producing biscuits, cakes and sponges

<b>Unit Title</b>	<b>Produce biscuits, cakes and sponges</b>	
<b>BIIAB Reference</b>	<b>3APC09</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>49</b>	
<b>Unit Reference No.</b>	<b>R/601/6569</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Finish biscuits, cakes and sponges	2.1	Finish biscuits, cakes and sponges <ul style="list-style-type: none"> <li>• Using construction techniques</li> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul>
	2.2	Check the finished product meets dish requirements
	2.3	Present products to meet styles of service
	2.4	Store biscuits, cakes and sponges correctly
	2.5	Identify relevant fillings, glazes, creams and icings for biscuits, cakes and sponges
	2.6	Identify ingredients in biscuits, cakes and sponges that may cause allergic reactions
	2.7	Calculate food costs for producing biscuits, cakes and sponges
	2.8	Explain how food costs and other factors affect profit when producing biscuits, cakes and sponges

<b>Unit Title</b>	<b>Produce display pieces and decorative items</b>	
<b>BIIAB Reference</b>	<b>3APC12</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>39</b>	
<b>Unit Reference No.</b>	<b>R/601/6572</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Produce display pieces and decorative items	1.1	Perform operations in line with current professional practices
	1.2	Design display pieces and decorative items for production
	1.3	Produce display pieces and decorative items to design specifications <ul style="list-style-type: none"> <li>• Using construction techniques</li> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul>
	1.4	Carry out quality checks during production of display pieces and decorative items
	1.5	Identify potential faults for a range of display pieces and decorative items
	1.6	Correct pieces and items that do not meet quality requirements
	1.7	Explain techniques for the production of display pieces and decorative items, including <ul style="list-style-type: none"> <li>• Construction techniques</li> <li>• Traditional, classical and modern skills and techniques</li> <li>• Culinary science</li> <li>• Contemporary styles</li> </ul>
	1.8	Explain key design considerations for display pieces and decorative items
	1.9	Describe how to control time, temperature and environment to achieve desired outcome when producing display pieces and decorative items
2 Finish display pieces and decorative items	2.1	Finish display pieces and decorative items <ul style="list-style-type: none"> <li>• Using construction techniques</li> <li>• Using traditional, classical and modern skills and techniques</li> <li>• Using culinary science</li> <li>• Using contemporary styles</li> </ul>
	2.2	Check the finished product meets dish requirements
	2.3	Store display pieces and decorative items correctly
	2.4	Describe finishes for display pieces and decorative items
	2.5	Calculate costs for producing display pieces and decorative items

## 17. BIIAB Level 3 Certificate in General Patisserie and Confectionery Sign-off Sheet

To achieve the BIIAB Level 3 Certificate in General Patisserie and Confectionery learners **must** gain a **total of 31** credits. This **must** consist of:

- **Minimum total** credit: **31**
- Mandatory group A **minimum** credit: **31**
- A **minimum of 31** credits **must** be achieved through the completion of units at **Level 3** and above.
- Minimum GLH: **269**
- Maximum GLH: **269**

Learners and centres should complete the following table to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.



**BIIAB Level 3 Certificate in General  
Patisserie and Confectionery Handbook**



**Mandatory Group A**

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
3APC10	A/601/6565	Produce petits fours						
3APC11	K/601/6562	Produce paste products						
3APC08	J/601/6567	Produce hot, cold and frozen desserts						
3APC07	L/601/6568	Produce fermented dough and batter products						
3APC09	R/601/6569	Produce biscuits, cake and sponges						
3APC12	R/601/6572	Produce display pieces and decorative items						

## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

**Learner Name:** \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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Infor House  
1 Lakeside Road  
Farnborough  
Hampshire  
GU14 6XP