



## BIIAB Level 2 Certificate in General Patisserie and Confectionery

England – 601/6448/7

Version 3.2

## About Us

BIIAB Qualifications Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

## Sources of Additional Information

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
2.0	January 2018	Updated handbook throughout to remove reference to "QCF"
		Updated RoC with TQT figures
3.0	December 2022	Updated branding, contacts
		New review date: 31 <sup>st</sup> August 2023
3.1	March 2023	Reformatted into new branding
3.2	July 2023	Updated dates in Qualification Summary

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

BIIAB Level 2 Certificate in General Patisserie and Confectionery	
<b>Qualification Purpose</b>	To confirm the learner's competence in general patisserie and confectionery.
<b>Age Range</b>	<b>Pre 16</b> <input type="checkbox"/> <b>16-18</b> <input checked="" type="checkbox"/> <b>18+</b> <input type="checkbox"/> <b>19+</b> <input checked="" type="checkbox"/>
<b>Regulation</b>	The above qualification is regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Portfolio of evidence</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/09/2015
<b>Review Date</b>	31/08/2023
<b>Operational End Date</b>	31/08/2023
<b>Certification End Date</b>	01/09/2023
<b>Guided Learning (GL)</b>	109 hours
<b>Total Qualification Time (TQT)</b>	150 hours
<b>BIIAB Qualifications Limited Sector</b>	Hospitality and Catering
<b>Ofqual SSA Sector</b>	07.4 Hospitality and Catering
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited web site

## 1. About the BIIAB Level 2 Certificate in General Patisserie and Confectionery

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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.

Qualification Title	Qualification Number (QN)
<b>BIIAB Level 2 Certificate in General Patisserie and Confectionery</b>	601/6448/7

## 2. Objective and Purpose of this Qualification

The BIIAB Level 2 Certificate in General Patisserie and Confectionery has been designed to provide learners with the introductory skills, knowledge and understanding to work in the hospitality and catering sector, specifically in patisserie and confectionery, for example as a Pastry Chef.

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

The primary purpose of the qualification is to confirm the learner's competence in general patisserie and confectionery.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB Qualifications Limited.

## 3. About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

## 4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

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 Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support 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 Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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 2 Certificate in General Patisserie and Confectionery Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in General Patisserie and Confectionery, learners **must** gain a **total of 15** credits. This **must** consist of:

- **Minimum total** credit: **15**
- Mandatory Group A **minimum** credits: **15**
- Minimum Guided Learning Hours: **109 hours**
- Total Qualification Time: **150 hours**

This qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at this level.

Listed below are the qualification units.

### Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
PRO16	L/601/6506	Produce hot and cold desserts and puddings	2	3	24	Assessment Activity Module
2PC08	A/601/6503	Produce biscuit, cake and sponge products	2	4	28	Assessment Activity Module
2PC10	Y/601/6508	Produce paste products	2	3	20	Assessment Activity Module
2PC09	J/601/6505	Produce fermented dough products	2	4	28	Assessment Activity Module
FSC	H/502/0132	Food safety in catering	2	1	9	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 and skills to work effectively within patisserie and confectionery at this level. The recommended progression route is to the BIIAB Level 3 Certificate in General Patisserie and Confectionery. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 Certificate in General Patisserie and Confectionery 601/6242/9

## 9. Assessment

### Overview of assessment strategy

The qualification contains four units that combine skills, knowledge and understanding and one unit that focuses on knowledge and understanding only.

The following unit focuses on knowledge and understanding and is assessed through Multiple Choice:

- FSC Food safety in catering

BIIAB Qualifications Limited has developed Activity Assessment Modules (AAM) for the four units that combine knowledge and skills. AAMs are internally marked assessments, containing a series of activities, marked and internally verified by the centre and with external verification by the BIIAB Qualifications Limited External Quality Assurer (EQA).

Assessments provided by BIIAB Qualifications Limited 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 Qualifications Limited for details of the Centre Devised Assessment process and procedure.



## Assessment process

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document.

BIIAB Qualification Limited will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

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 review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB Qualifications Limited, will quality assure the assessment and internal quality assurance 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 Qualifications Limited 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 Qualifications Limited 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 having sufficient knowledge
- learners believe they are competent and that they have been misjudged

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## 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 Qualifications Limited 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 Qualifications Limited 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
- Access to the units

Please contact BIIAB Qualifications Limited for further information.

### 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. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

### 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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent 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.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

## 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 guidance document 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 Qualifications Limited also assign unique unit numbers which 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.

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

## 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. There are usually multiple assessment criteria for each Learning Outcome.

## 14. Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

## 15. Qualification Review and Feedback

BIIAB Qualifications Limited 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 Qualifications Limited 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 periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## **16. Mandatory Units Group A**

The following units are mandatory for this qualification.

## Produce Hot and Cold Desserts and Puddings

<b>Unit Reference</b>	L/601/6506
<b>BIIAB Reference</b>	PRO16
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	24
<b>Unit Summary</b>	This unit will provide the learner with knowledge to enable them to demonstrate producing hot and cold desserts and puddings.
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.7)</b> The learner can:
1. Prepare and cook cold desserts	1.1 Identify different types of cold desserts  1.2 Identify quality points of ingredients for cold desserts  1.3 Prepare and cook cold desserts using correct equipment  1.4 Apply quality points to each stage of the process  1.5 State how to adjust the quantity of ingredients to give the correct portion yield from cold desserts  1.6 Demonstrate safe and hygienic practices  1.7 Describe preparation and cooking methods for cold desserts
2. Finish cold desserts	2.1 Finish and present cold desserts using correct equipment  2.2 Describe the quality points when finishing cold desserts  2.3 Describe finishing and decorating techniques  2.4 Identify sauces, creams and coulis that may be served with cold desserts

	<p>2.5 Check the finished product meets dish requirements</p> <p>2.6 Identify correct holding and storage procedures for finished products</p> <p>2.7 Identify ingredients in cold desserts that may cause allergic reactions</p>
3. Prepare and cook hot desserts and puddings	<p>3.1 Identify different types of hot desserts and puddings</p> <p>3.2 Identify quality points of ingredients for hot desserts and puddings</p> <p>3.3 Prepare and cook hot desserts and puddings using correct equipment</p> <p>3.4 Apply quality points to each stage of the process</p> <p>3.5 State how to adjust the quantity of ingredients to give the correct portion yield from hot desserts and puddings</p> <p>3.6 Demonstrate safe and hygienic practices</p> <p>3.7 Describe preparation and cooking methods for hot desserts and puddings</p>
4. Finish hot desserts and puddings	<p>4.1 Finish and present hot desserts and puddings using correct equipment</p> <p>4.2 Describe the quality points when finishing hot desserts and puddings</p> <p>4.3 Describe finishing and decorating techniques</p> <p>4.4 Identify sauces, creams and coulis that may be served with hot desserts and puddings</p> <p>4.5 Check the finished product meets dish requirements</p>

	<p>4.6 Identify correct holding and storage procedures for finished products</p> <p>4.7 Identify ingredients in hot desserts and puddings that may cause allergic reactions</p>
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## Produce Biscuit, Cake and Sponge Products

<b>Unit Reference</b>	A/601/6503
<b>BIIAB Reference</b>	2PC08
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	28
<b>Unit Summary</b>	This unit will enable learners to produce biscuit, cake and sponge products.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.8)</b> The learner can:
1. Prepare and cook biscuit, cake and sponge products	1.1 Identify different types of biscuit, cake and sponge products  1.2 Identify the quality points of the main ingredients for biscuit, cake and sponge  1.3 Prepare biscuit products for baking  1.4 Prepare and cook cake and sponge mixtures for baking  1.5 Demonstrate use of the correct tools and equipment to prepare and cook biscuit, cake and sponge products  1.6 State the uses for biscuit, cake and sponge products  1.7 State how to adjust the quantity of ingredients to give the correct portion yield from biscuit, cake and sponge products  1.8 Demonstrate safe and hygienic practices  1.9 Describe the preparation and cooking methods for biscuit, cake and sponge
2. Finish biscuit, cake and sponge products	2.1 Use tools and equipment in the finishing of biscuit, cake and sponge products

	<ul style="list-style-type: none"><li>2.2 Describe the quality points when checking finished biscuit, cake and sponge products</li><li>2.3 Identify fillings, glazes, creams and icings that may be used to finish biscuit, cake and sponge products</li><li>2.4 Finish and present biscuit, cake and sponge products</li><li>2.5 Describe finishing and decorating techniques</li><li>2.6 Check the finished product meets dish requirements</li><li>2.7 State the storage procedures for finished products</li><li>2.8 Identify ingredients in biscuit, cake and sponge products that may cause allergic reactions</li></ul>
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## Produce Paste Products

<b>Unit Reference</b>	Y/601/6508
<b>BIIAB Reference</b>	2PC10
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	This unit will provide the learner with knowledge to enable them to produce paste products.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.8)</b> The learner can:
1. Prepare and cook paste products	1.1 Identify different types of past product  1.2 Identify the quality points of the main ingredients  1.3 Use correct tools and equipment to prepare and cook paste products, including: <ul style="list-style-type: none"> <li>• Short</li> <li>• Sweet</li> <li>• Puff</li> <li>• Choux</li> </ul> 1.4 State the uses for paste products  1.5 State how to adjust the quantity of ingredients to give the correct portion yield from paste products  1.6 Demonstrate safe and hygienic practices  1.7 Describe the preparation and cooking methods for paste products
2. Finish paste products	2.1 Use tools and equipment in the finishing of paste products  2.2 Describe the quality points when checking finished paste products

	<ul style="list-style-type: none"><li>2.3 Identify fillings, glazes, creams and icings that may be used to finish paste products</li><li>2.4 Finish and present paste products</li><li>2.5 Describe finishing and decorating techniques</li><li>2.6 Check the finished product meets dish requirements</li><li>2.7 State the storage procedures for finished products</li><li>2.8 Identify ingredients in paste products that may cause allergic reactions</li></ul>
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## Produce Fermented Dough Products

<b>Unit Reference</b>	J/601/6505
<b>BIIAB Reference</b>	2PC09
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	28
<b>Unit Summary</b>	This unit will provide the learner with knowledge to enable them to demonstrate producing fermented dough products.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.8)</b> The learner can:
1. Prepare and cook fermented dough products	1.1 Identify types of fermented dough products  1.2 Identify quality points of the main ingredients for fermented dough products  1.3 Prepare fermented dough products for baking  1.4 Use correct tools and equipment to prepare and cook fermented dough products  1.5 State the uses of fermented dough products  1.6 State how to adjust the quantity of ingredients to give the correct portion yield from fermented dough products  1.7 Demonstrate safe and hygienic practices  1.8 Describe preparation and cooking methods for fermented dough products  1.9 State storage procedures for raw dough
2. Finish fermented dough products	2.1 Use correct tools and equipment in the finishing of fermented dough products

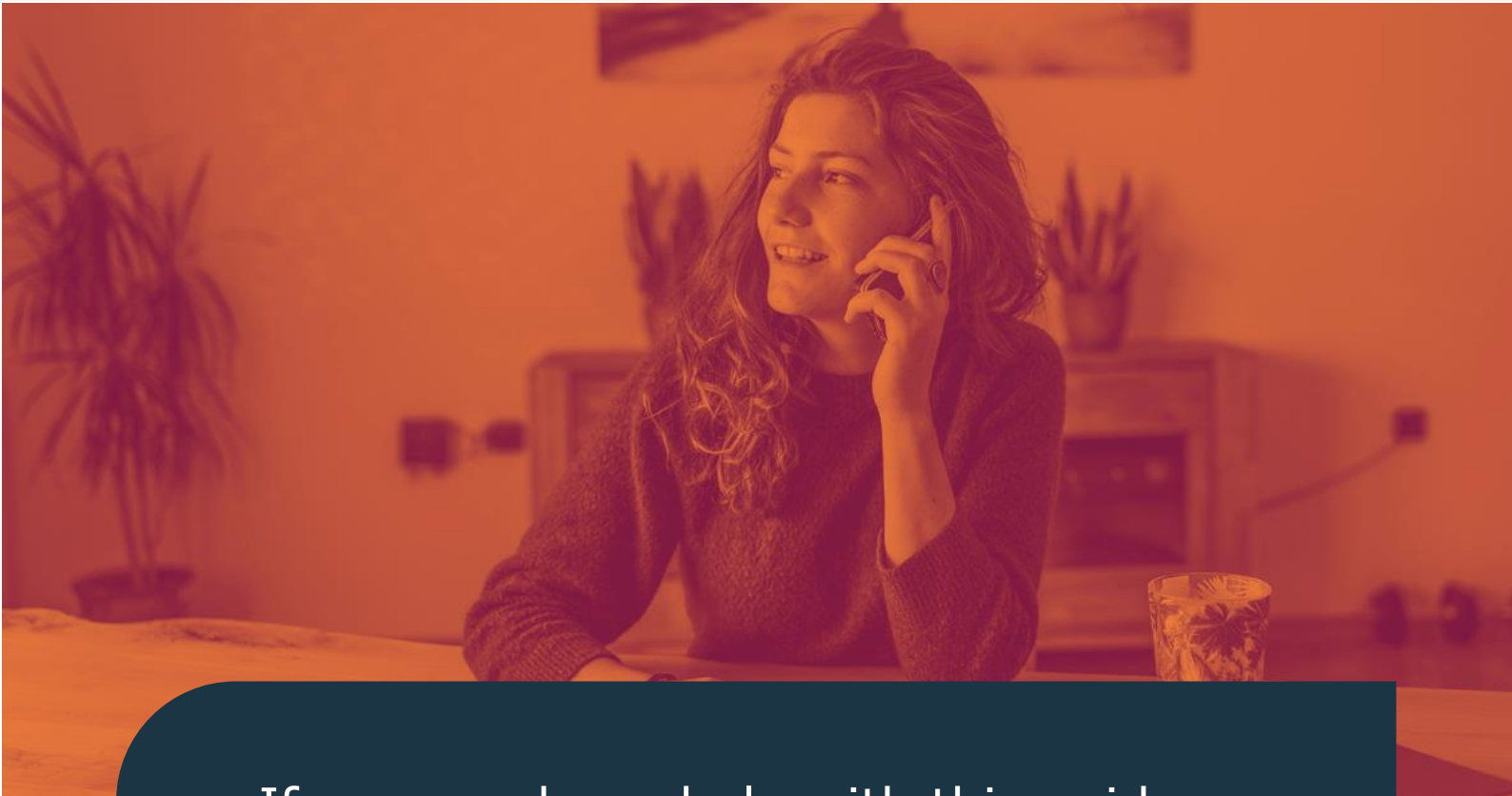
	<ul style="list-style-type: none"><li>2.2 Describe the quality points when checking finished fermented dough products</li><li>2.3 Identify fillings, glazes, creams and icings that may be used for fermented dough products</li><li>2.4 Finish and present fermented dough products</li><li>2.5 Describe finishing and decorating techniques</li><li>2.6 Check the finished product meets dish requirements</li><li>2.7 State the storage procedures for fermented dough products</li><li>2.8 Identify ingredients in fermented dough products that may cause allergic reactions</li></ul>
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## Food Safety in Catering

<b>Unit Reference</b>	H/502/0132
<b>BIIAB Reference</b>	FSC
<b>Level</b>	2
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	9
<b>Unit Summary</b>	This unit will provide the learner with knowledge and understanding around food safety in catering.
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.5)</b> The learner can:
1. Understand how individuals can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour  1.2 Describe how to report food safety hazards  1.3 Outline the legal responsibilities of food handlers and food business operators
2. Understand the importance of keeping the work areas clean and hygienic	2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination  2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds
3. Understand the importance of keeping the work areas clean and hygienic	3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal  3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning  3.3 Outline the importance of pest control



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