TECHNICAL CERTIFICATE SPECIFICATION

HC2D7 - VTCT Level 2 Diploma in Bakery and Patisserie

(603/0192/2)

Version 4

About VTCT

VTCT (Vocational Training Charitable Trust) was established in 1962 and has maintained its position as the UK's leading specialist awarding organisation for the service industries. VTCT is regulated by Ofqual, the Welsh Government, CCEA and SQA to award Vocationally Related Qualifications (VRQs), National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs), and Principal Learning, Functional Skills and Essential Skills Wales qualifications. VTCT has in the region of 100,000 learner registrations for qualifications annually.

For more information on VTCT visit www.vtct.org.uk.

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1 Qualification at a glance

Qualification title	VTCT Level 2 Diploma in Bakery and Patisserie
Ofqual qualification number	603/0192/2
VTCT product code	HC2D7
First registration date	1 August 2017
Age range	16-18, 19+
Total Qualification Time (TQT)	528
Guided Learning (GL) hours	360
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Externally set and internally marked graded practical assessments *(50% of qualification grade)* • Externally set and marked examinations *(30% of qualification grade)* • Externally set and internally marked graded synoptic assessment *(20% of qualification grade)*
Grading	Mandatory units in this qualification are graded Fail/Pass/Merit/Distinction The overall qualification is graded Fail/Pass/Merit/Distinction/Distinction*
Performance table points	This qualification has been approved by the Department for Education (DfE) for teaching to 16-19 year olds from September 2017 This qualification will be reported in the technical certificate category of the 2019 16-19 performance tables.
Entry requirements	There are no formal entry requirements for this qualification
Support materials	Sample assessment materials can be downloaded from the VTCT website (www.vtct.org.uk)

2 About this qualification

This qualification is a Technical Certificate qualification, which has been developed collaboratively with employers, professional associations and trade bodies to set the standard and content. These stakeholders have helped to identify expectations for employees in basic job roles working at this level, and key or common areas of weakness that need to be addressed. Such activities have informed coverage, evidentiary requirements, and the setting of pass thresholds and grade descriptors and criteria.

This qualification has a clear statement of purpose (declared purpose) which outlines whom the qualification is for, the technical areas covered, progression opportunities and details of the professional associations and/or trade bodies that formally recognise the qualification.

This qualification has been designed with mandatory and appropriate content which contributes to the overall qualification grade. This qualification provides employers and professional associations with greater confidence in the knowledge and skills of a qualification holder.

To ensure that VTCT's Technical Certificate qualifications taken by 16-19 year olds enjoy the confidence of industry and education providers, a significant proportion of this qualification's content is subject to external assessment. To be awarded this qualification, learners must achieve a linear programme of study with summative, external examinations which are externally set and marked by VTCT. The examinations are applied, objective, relevant and meaningful to learners, provide challenge and stretch, and assess the full breadth of mandatory units. All units are subject to a rigorous system of external verification which includes a minimum of two external quality assurance visits a year, plus a system of targeted and unannounced spot checking.

This qualification includes a graded synoptic assessment which must be taken in the last third or final term of the qualification. This assessment requires learners to demonstrate that they can identify, and use effectively in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the qualification, which are relevant to a key task. The graded synoptic assessment in this qualification covers the full range (or a substantial and suitable breadth) of mandatory units.

The overall qualification is graded Fail/Pass/Merit/Distinction/Distinction*.

Centres delivering this qualification must integrate relevant and meaningful employer involvement in the delivery and/or assessment which will be monitored and supported by VTCT's team of External Quality Assurers (EQAs). Meaningful employer involvement enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and further supports collaboration between the learning and skills sector and industry. Centres will be monitored by their VTCT EQA to ensure that they comply with the mandatory employer involvement requirement for every student, in the delivery or assessment of this qualification.

3 Declared purpose

3.1 Who is this qualification for?

The VTCT Level 2 Diploma in Bakery and Patisserie is a Technical Certificate qualification aimed at learners aged 16-19 who are in a full-time education programme and wish to develop the skills and knowledge needed to begin a career as a Junior Baker or Pastry Commis Chef in a professional kitchen or bakery.

There are no formal entry requirements for this qualification.

3.2 What does this qualification cover?

Learners must achieve all mandatory units which include
- The catering and hospitality industry
- Food safety and hygiene in the kitchen
- Planning and preparing for service
- Desserts
- Finishing techniques
- Patisserie
- Biscuits, cakes and sponges
- Artisan baking, bread and fermented dough
- Calculating costs
- Working with chocolate

Throughout this qualification, learners will develop their knowledge and understanding of relevant health and safety. Learners will develop knowledge of produce and ingredients as well as the skills and techniques used to prepare, cook and finish bakery and patisserie products. In parallel, learners will develop their awareness of environmental sustainability and their commercial skills, all of which are valued highly by employers.

3.3 Why is this qualification the most suitable?

As part of the new Technical Certificate category this qualification will provide learners with a rigorously assessed and industry supported qualification. The range of units ensures that learners cover the full and broad range of skills and knowledge needed to seek employment and start a career as a pastry chef, Patissier chef or as a baker. Learners could also progress to a level 3 qualification.

At 528 TQT, this Diploma in Bakery and Patisserie is most suitable for learners who are on a full time programme of study which includes, where appropriate, working towards achieving Level 2 English and maths.

3.4 What could this qualification lead to?

Learners could progress directly into employment as a Junior or Commis in a variety of contexts, which include:
- Restaurants
- Pubs
- Visitor attractions
- HM prisons
- Hospitals and care homes
- Cruise liners

Or progress to a level 3 qualifications:
- VTCT Level 3 Diploma in Advanced Professional Cookery (HC3D2)
- VTCT Level 3 Diploma in Professional Patisserie and Confectionery (HC3D3)

3.5 Who supports this qualification?

This qualification is regulated by the Office of Qualifications and Examinations Regulation (Ofqual).

This qualification has been approved by the Department for Education for teaching to 16-19 year olds from September 2017, and will be first reported in the technical certificate category of the 2019 16-19 performance tables.

This qualification has been developed collaboratively with employers, professional associations and key stakeholders in the hospitality industry. The knowledge, skills and competencies gained will provide the best possible opportunity for progression into employment.

This qualification is formally supported by the following organisations:

Name	Website address
The Seafood Restaurant, Padstow	www.rickstein.com
Calcot Manor, Gloucestershire	www.calcot.co
Bovingdons Catering, London	www.bovingdons.co.uk
The Ormond at Tetbury, Tetbury	www.theormondattetbury.co.uk
The Fox and Hounds Inn, Dorset	www.foxandhoundsinn.com

4 Qualification structure

To be awarded the Level 2 Diploma in Bakery and Patisserie learners must achieve all mandatory units.

To be awarded this qualification learners must achieve a Pass (or higher) grade in:

- all mandatory units
- the external examinations
- the graded synoptic assessment

The minimum TQT required to achieve this qualification is **528**.

VTCT product code	Unit title	Level	GL	Unit reference number
Mandatory units				
UHC50M	The catering and hospitality industry	2	30	J/615/0852
UHC70M	Food safety and hygiene in the kitchen	2	30	R/615/0918
UHC52M	Planning and preparing for service	2	10	H/615/0857
UHC64M	Desserts	2	30	A/615/0895
UHC68M	Finishing techniques	2	30	L/615/0903
UHC69M	Patisserie	2	60	R/615/0904
UHC67M	Biscuits, cakes and sponges	2	30	F/615/0901
UHC71M	Artisan baking, bread and fermented dough	2	80	H/615/0907
UHC55M	Calculating costs	2	30	K/615/0861
UHC72M	Working with chocolate	2	30	K/615/0908

5 Centre requirements

5.1 Approval and recognition

Existing centres that wish to deliver this qualification must obtain recognition using the standard qualification recognition procedures.

New centres that want to deliver this qualification must gain both centre approval and qualification recognition. Please refer to the VTCT website for further information.

Centre staff should be familiar with current practices and standards in the sector and with the qualification structure, content, assessment and quality assurance arrangements before designing a course programme.

5.2 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

5.3 Teaching staff

In order to deliver this qualification, teaching staff must:

- be occupational experts and have knowledge and understanding in the area for which they are delivering training. This knowledge must be to the same level as or higher than the training being delivered
- understand the qualification's structure and content, and the learning outcomes they are delivering
- have recent and relevant industry experience in the specific area they are delivering
- have credible experience of teaching and/or providing training
- hold or actively be pursuing an appropriate teaching/training qualification
- undertake activities which contribute to their continuing professional development (CPD)

5.4 Internal assessors

Internal assessment includes internally assessed practical assessments that are provided for each unit, as well as the final graded synoptic assessment.

In order to assess learners working towards this qualification, assessors must:

- be occupational experts in the area they are assessing
- understand the assessment process
- have recent and relevant industry experience in the specific area they are assessing
- hold or be working towards (candidate assessor) a recognised assessor qualification
- have credible experience of assessment within a teaching and/or training environment
- undertake activities which contribute to their continuing professional development (CPD)

Note: Candidate assessors who are working towards their assessor qualification must be supervised by a qualified assessor. Candidate assessors must have a clear action plan to achieve the assessor qualification. Assessor approval will be withdrawn if a relevant qualification has not been achieved within 18 months.

Assessors must assess learners' work in accordance with the assessment and grading requirements set out in this specification.

For information on the roles, responsibilities, authorities and accountabilities of assessors refer to VTCT's Centre Handbook, which can be downloaded from the VTCT website.

5.5 Internal quality assurers (IQAs)

Centres must have a rigorous internal quality assurance system in place.

Centres must have an IQA to ensure assessment decisions are consistently applied between assessors, and that learner work is to the required standard. Each assessor's work must be checked and confirmed by the IQA. Assessment decisions must be standardised to ensure that all learners' work has been assessed to the same standard and is fair, valid and reliable.

The IQA must observe assessors carrying out assessments, review assessment decisions from the evidence provided and hold standardisation meetings with the assessment team to ensure consistency in the use of documentation and interpretation of the qualification requirements.

Evidence of internal quality assurance must be recorded, retained and made available for the external quality assurer (EQA).

In order to internally quality assure learners working towards this qualification, IQAs must:

- be occupationally competent in the area they are quality assuring
- understand the assessment and internal quality assurance processes
- have recent and relevant industry experience in the specific area they are quality assuring
- have credible experience of assessment and internal quality assurance within a teaching and/or training environment
- hold a recognised qualification in the quality assurance of assessment, such as the 'Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice' or the 'Level 4 Award in Leading the Internal Quality Assurance of Assessment Processes and Practice'
- undertake activities which contribute to their continuing professional development (CPD)

For information on the roles, responsibilities, authorities and accountabilities of IQAs, and internal quality assurance more generally, refer to VTCT's Centre Handbook, which can be downloaded from the VTCT website.

5.6 Record keeping

Centres must produce and retain records that include:

- learners on programme, including, learner name, date of birth, contact details, assessor's name, IQA's name, and registration date with VTCT
- assessment plans and IQA sampling plans
- learner assessment records detailing, who assessed what and when, the assessment methods used, the location of the supporting evidence, and the assessment decision/grade awarded with supporting evidence
- records of internal quality assurance activity detailing who internally quality assured what and when, the sample selected and its rationale, records of IQA standardisation meetings, assessor and IQA competence records, monitoring records of assessor/IQA progress towards achievement of the relevant assessor/internal quality assurance qualifications and requirements for the retention of learner evidence

5.7 Meaningful employer involvement

5.7.1 Involving employers in delivery and/or assessment

VTCT's Technical Certificate qualifications require that all students undertake meaningful activity involving employers during their course. It is a requirement that employers and industry practitioners are involved in the delivery or assessment of this qualification. This enriches the learning experience, raises the credibility of the qualification in the eyes of employers, parents and students and further enhances the collaboration between the learning and skills sector and industry.

VTCT's Technical Certificate qualifications require centres to agree an Employer Involvement Plan for *every learner* with their VTCT External Quality Assurer (EQA).

Examples of how employer involvement can be integrated in the delivery or assessment of the qualification are outlined below, in Section 5.7.2

VTCT recognises the following types of employer involvement in assessment or delivery, as meeting this essential requirement:

- Employer master classes or guest lectures

- Structured work experience or work placements

- Project(s), exercise(s) or assessments set with input from industry practitioners.

- Expert witness testimony evidence for the portfolio (mandatory units)

- Employer/Industry practitioner assessor for the graded practical assessment (assessment decisions countersigned by a qualified assessor)

- Employer/Industry practitioner assessor for the graded synoptic assessment (assessment decisions countersigned by a qualified assessor)

The mandatory requirement to involve employers or industry practitioners in at least ONE assessment or delivery element of this qualification, for every learner; will be reviewed and monitored by VTCT's team of external quality assurers (EQAs).

A Level 3A sanction (Suspension for certification of some or all qualifications) will be imposed on any centre that fails to meet this mandatory requirement. Centres will not be able to claim certificates for the affected qualifications.

In the case of non-conforming centres, VTCT will write to the centre to inform of the sanction placed and the reasons for the sanction. An action plan will be issued such that the centre is informed of the actions that need to be implemented to resolve this issue. Any action plans will need to be implemented by the centre and will be monitored by VTCT.

VTCT does not stipulate the minimum duration or contribution of meaningful employer involvement to the overall qualification grade, to give centres and employers the flexibility in how they best work together to support the qualification and learners. However, the contribution that meaningful activities make to the qualification must meet the mandatory requirement. As a minimum, meaningful activity must relate to one or more elements of the mandatory content of the qualification.

In all cases, participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

5.7.2 Integrating meaningful employer involvement

Examples are as follows:

- learners undertake structured work experience or work placements which develop skills and knowledge relevant to this qualification
- learners undertake projects, exercises and/or assessments/examinations set with input from experienced industry practitioners
- learners take one or more units delivered or co-delivered by experienced industry practitioners; this could, for example, take the form of guest lectures or master classes
- industry experts act as 'expert witnesses' who contribute to the assessment of students' work or practice, operating within a specified framework. This may be a specific project, exercise or examination, or all assessments within the qualification

For the purpose of clarity, the following activities, whilst valuable, DO NOT meet the requirement for meaningful employer involvement:

- employers hosting visits, providing premises, facilities or equipment
- employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training
- student attendance at careers fairs, events or other networking opportunities
- employers providing students with job references

5.8 Total qualification time (TQT)

TQT is defined under the Ofqual General Conditions of Recognition, General Condition J1.8, 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 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 – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The TQT for this qualification is detailed in Section 4 of this specification.

6 Assessment

6.1 Summary of assessment methods

This qualification comprises internal and external assessments. Learners must achieve the assessments detailed in the table below.

Assessment method	Overview of controls
External examinations (HC2D7.EX1) (HC2D7.EX2)	Externally set and externally marked examinations. Overarching examinations that assess knowledge and understanding from the breadth of mandatory units at the end of the period of learning.
Graded practical assessment	Externally set, internally marked and subject to external verification. Assesses practical performance at the unit level.
Graded synoptic assessment (HC2D7.SYN)	Externally set, internally marked and subject to external verification. Comprises a complete service that includes planning, preparing, cooking and finishing bakery and patisserie products, which assesses the application of knowledge, understanding and skills from across the breadth of mandatory units. Conducted at the end of the period of learning.
Portfolio	Externally set and internally marked. Subject to external quality assurance monitoring. A prerequisite evidence requirement at the unit level, which must be completed prior to learners undertaking graded practical assessments, the external examinations and graded synoptic assessment.

Sample assessment materials for internal and external assessments are available to download from the VTCT website. See Appendix 1 for detailed information on assessment controls.

6.2 Unit assessment methods

The table below identifies the assessment methods used to assess mandatory units.

Unit product code	Graded practical assessment	External examinations	Graded synoptic assessment*
UHC50M		✓	✓
UHC70M		✓	✓
UHC52M	✓	✓	✓
UHC64M	✓	✓	✓
UHC68M	✓	✓	✓
UHC69M	✓	✓	✓
UHC67M	✓	✓	✓
UHC71M	✓	✓	✓
UHC55M		✓	✓
UHC72M	✓	✓	✓

*It may not be appropriate to assess all mandatory units in the graded synoptic assessment for some units. The graded synoptic assessment will always assess a substantial and suitable breadth of mandatory units to mirror the commonly undertaken 'trade test' which forms part of the normal recruitment process for employers in this sector. All units will contribute to the graded synoptic assessment over the life of the qualification.

6.3 Contribution of assessment to the overall qualification grade

Whilst all units and assessments contribute to the assessment outcome of the qualification, only mandatory units contribute to the overall grade of the qualification. The table below outlines the grading model for each assessment method and the contribution of each to the overall qualification grade.

Assessment method	Grading model	Contribution to the qualification grade
External examinations (HC2D7.EX1) (HC2D7.EX2)	N/A[2]	30%
Graded practical assessments	Units are each assessed as Fail/Pass/Merit/Distinction	50%
Graded synoptic assessment (HC2D7.SYN)	Fail/Pass/Merit/Distinction	20%

[2]The score (marks) achieved in the external examinations will be converted into points which contribute to the overall qualification grade. A notional examination grade will be given to learners to indicate their level of performance in each examination.

6.4 External assessment

6.4.1 Test specification

The specification for the external examination is detailed below.

External examination (HC2D7.EX1)	
Availability (Exam sessions)	Exam dates are specified by VTCT and published at the start of each academic year. Learners should be entered with VTCT into a series window. Series windows will be available in: - February - April - June Learners must be entered or scheduled for their exam before the final date for entries as published by VTCT. These will be communicated in the Technical Certificate key dates document.
Assessment controls	*Task setting - high control.* The external examination is set and marked by VTCT. *Task taking – high control.* The examination must take place under controlled examination conditions and in the exam sessions published by VTCT. Centres must ensure that learners are suitably prepared for assessment. *Task marking – high control.* The examination is marked by VTCT.
Duration	90 minutes
Number of marks	The total number of marks available in the exam is 70
Grading model	For each exam session, grade boundaries will be determined by VTCT. The grade awarded will correspond to a points value that will contribute to the overall qualification grade: Fail = 0 points Low Pass = 486 points High Pass = 525 points Low Merit = 564 points High Merit = 602 points Distinction = 641 points Distinction* = 680 points
Units covered	UHC50M - The catering and hospitality industry UHC70M - Food safety and hygiene in the kitchen UHC52M - Planning and preparing for service UHC64M - Desserts UHC67M - Biscuits, cakes and sponges UHC55M - Calculating costs UHC72M - Working with chocolate
Contribution to overall qualification grade	18%

Type of examination	Written exam.
	The examination will consist of a written paper with two sections, A and B. Learners will have to complete both sections and there will be no optional questions in either section. There is no separate time limit for Section A and B; the total time stated is to complete both Section A and B. It is suggested that you start with Section A.
	Section A consists of a blend of multiple choice and short response questions which will assess knowledge and understanding across the breadth of mandatory units.
	Section B comprises extended response questions. Each of these will challenge learners in the application of knowledge and understanding, in a practical technical context. Real-life case studies, scenarios and client examples are used to 'set the scene' and provide the basis for the objective assessment of applied knowledge and understanding.
	Photographs and diagrams are used where applicable to illustrate and provide content.
	Questions will vary year on year and will cover the full breadth of mandatory content over time. Coverage is not based on set rotation of topics to avoid predictability.
	Learners will be required to answer all of the questions in Sections A and B.
	All mandatory units are assessed in each and every examination series. The full breadth of mandatory content will be covered over the life of the qualification.

External examination (HC2D7.EX2)	
Availability (Exam sessions)	Exam dates are specified by VTCT and published at the start of each academic year. Learners should be entered with VTCT into a series window. Series windows will be available in:
	- February
	- April
	- June
	Learners must be entered or scheduled for their exam before the final date for entries as published by VTCT. These will be communicated in the Technical Certificate key dates document.
Assessment controls	*Task setting - high control.* The external examination is set and marked by VTCT.
	Task taking – high control. The examination must take place under controlled examination conditions and in the exam sessions published by VTCT. Centres must ensure that learners are suitably prepared for assessment.
	Task marking – high control. The examination is marked by VTCT.
Duration	70 minutes
Number of marks	The total number of marks available in the exam is 50

Grading model	For each exam session, grade boundaries will be determined by VTCT. The grade awarded will correspond to a points value that will contribute to the overall qualification grade:
	Fail = 0 points
	Low Pass = 324 points
	High Pass = 350 points
	Low Merit = 376 points
	High Merit = 402 points
	Distinction = 428 points
	Distinction* = 454 points
Units covered	UHC68M - Finishing techniques
	UHC69M - Patisserie
	UHC71M - Artisan baking, bread and fermented dough
Contribution to overall qualification grade	12%
Type of examination	Written exam.
	The examination will consist of a written paper with two sections, A and B. Learners will have to complete both sections and there will be no optional questions in either section. There is no separate time limit for Section A and B; the total time stated is to complete both Section A and B. It is suggested that you start with Section A.
	Section A consists of a blend of multiple choice and short response questions which will assess knowledge and understanding across the breadth of mandatory units.
	Section B comprises extended response questions. Each of these will challenge learners in the application of knowledge and understanding, in a practical technical context. Real-life case studies, scenarios and client examples are used to 'set the scene' and provide the basis for the objective assessment of applied knowledge and understanding.
	Photographs and diagrams are used where applicable to illustrate and provide content.
	Questions will vary year on year and will cover the full breadth of mandatory content over time. Coverage is not based on set rotation of topics to avoid predictability.
	Learners will be required to answer all of the questions in Sections A and B.
	All mandatory units are assessed in each and every examination series. The full breadth of mandatory content will be covered over the life of the qualification.

Learners, based on marks achieved in the examinations, are awarded points that contribute to the overall qualification grade. For the purpose of learner achievement and feedback, learners are issued a notional grade to indicate their level of performance in the examinations.

Examinations must be undertaken by learners under controlled examination conditions in accordance with VTCT's policies and procedures for external assessment.

6.4.2 Retaking external examinations

Repeat submissions are not allowed. Learners who fail to achieve the required Pass mark or are deemed to have underperformed, are permitted ONE retake opportunity. The retake must be at a different examination and sitting and it is expected that further teaching/tuition would have taken place.

6.4.3 Reasonable adjustments and special considerations

Information on the reasonable adjustments allowed for the external examinations within this qualification can be found in the reasonable adjustments section of Linx2Exchange on the VTCT website.

6.5 Internal assessment

VTCT has worked collaboratively with employers, professional associations, trade bodies and key industry stakeholders to devise assessments that are rigorous, valid, relevant and meaningful. The content, format and standards of assessments have been shaped by these groups, whereby the skills assessed and grading criteria and descriptors used are valued and endorsed by employers and industry.

The internal assessment methods that contribute to the assessment outcome of the qualification include:

- graded practical assessment
- graded synoptic assessment
- portfolio

All internal assessment decisions made by a centre will be externally quality assured by VTCT.

Centres must take a best practice approach whereby learners are assessed in a real or realistic working environment. Centres must meet the mandatory requirement to involve employers in the assessment process. See Section 5.7 for detailed information on meaningful employer involvement.

VTCT will provide marking templates for internal assessments to support consistent marking, and importantly, the consistent capture of sufficient, auditable performance evidence for quality assurance.

Assessment controls for each assessment method, specifically the levels of control for task setting, task taking and task marking are detailed in Appendix 1.

6.5.1 Graded practical assessment

Practical assessments are externally set, internally marked, graded and quality assured by centres, and subject to external verification.

In specified mandatory units, learners must plan, prepare, cook and serve dishes which must be observed, marked and graded by centre assessors. Assessors must judge learner performance against specified assessment criteria and award a grade of Fail, Pass, Merit or Distinction:

- To achieve a Pass, learners must have satisfied all Pass assessment criteria
- To achieve a Merit, learners must have satisfied all Pass and Merit assessment criteria
- To achieve a Distinction, learners must have satisfied all Pass, Merit and Distinction assessment criteria

Learners who do not satisfy all Pass criteria are given a 'Fail' grade.

The grade achieved for the graded practical assessment is the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment and in a commercially acceptable time frame. For each mandatory unit that contains a graded practical assessment, VTCT specifies the content and activities that must be covered in the assessment.

Recorded professional discussion may be used as an assessment instrument attached to the graded practical assessment and is particularly useful for gathering evidence for criteria related to justification, evaluation and reflection. Professional discussions should be planned and recorded.

Graded practical assessments should be administered when learners are suitably prepared for assessment. Centres may determine the precise timing of graded practical assessments to suit local needs.

For detailed information on assessment controls for the practical assessment see Section A1.1 in Appendix 1.

6.5.2 Graded synoptic assessment

This section should be read in parallel with this qualification's sample assessment materials, in particular the Assessor Pack and Learner Pack which contain in depth information on the planning, delivery, assessment and quality assurance of the graded synoptic assessment.

The graded synoptic assessment is externally set, internally marked, graded and quality assured by centres, and subject to external verification by VTCT.

The graded synoptic assessment in this qualification covers the full range (or a substantial and suitable breadth) of mandatory units.

Learners must complete the graded synoptic assessment for this qualification at the end of their learning programme; this might be during the final term or last third of the learner's learning programme.

The graded synoptic assessment is set by VTCT and requires learners to carry out a complete cookery service to industry standard in a real or realistic working environment, thus simultaneously drawing together a range of skills and knowledge, and using them in an integrated way. Learners are required to plan, prepare, cook and finish bakery and patisserie products to industry standard, which will mirror commercial practice in industry. This assessment has been designed to cover a range of learning outcomes from across the mandatory units and together with other assessment methods ensures that all learning outcomes across the breadth of the qualification have been achieved.

VTCT publishes an annual assessment brief which includes instructions, and details the ingredients, equipment and techniques to be used and the assessment controls to be applied by centres. The annual brief is made available from 1 September.

The structure, format and grade characteristics for the synoptic assessment have been designed with employers and professional associations to reflect industry practice and expectations. Assessors must observe learner performance and assign a single grade based on an overall judgement of the complete cookery service. Judgement must be made against specified characteristics that define the Pass, Merit and Distinction grades. Assessors must not attempt to assign a grade to each and every task, instead they must weigh up the strengths and weaknesses of the service as a whole and decide on which grade best reflects the learner's overall performance.

Grade characteristics are presented in a holistic rubric to support an overarching grading decision based on performance across the whole vocational area. Grade characteristics specifically focus on the grading of those components most valued by employers which

include commercialism, customer service, communication, problem solving, creativity, innovation, justification and evaluation of skills and mastery of techniques. In addition, the completeness and 'bringing together' of ingredients and techniques also feature to judge learners' abilities to integrate their knowledge, understanding and skills from across the whole vocational area.

In contrast, graded practical assessments at the unit level are assessed by an analytical rubric which assesses applied knowledge and technical skills extensively, using detailed and comprehensive graded assessment criteria.

Centres must provide VTCT with a schedule of planned graded synoptic assessments; to include learner names and the planned dates and times of assessment. VTCT will conduct external quality assurance visits on the day of graded synoptic assessments to verify the consistency of assessment decisions and that learner work is to the required standard. VTCT will also conduct targeted and unannounced spot checking of centre assessments with a specific focus on quality assuring graded synoptic assessments. See Section 9.2 of this specification for more information on spot checking.

For detailed information on assessment controls for the graded synoptic assessment see Section A1.2 in Appendix 1.

6.5.3 Portfolio

The portfolio must be completed prior to learners undertaking the practical assessment and graded synoptic assessment.

VTCT specifies the food items and equipment to be used and the techniques to be carried out and evidenced in the portfolio.

The portfolio can be used as a confirmatory and formative assessment to prepare learners for the practical and synoptic assessments. The purpose of this portfolio is to evaluate learner performance and use the information gathered to shape and improve learners' performance in preparation for summative assessments. Centres should consider the use of formative self and peer assessment as part of the learning journey.

Whilst portfolios are not graded, they may be sampled by the EQA.

6.5.4 Retaking internal assessments

6.5.4.1 Retakes for learners who have failed

Learners who fail to reach the required Pass standard in practical assessments and/or the graded synoptic assessment, are permitted ONE retake opportunity after feedback and appropriate tuition have taken place. The assessment retake requires learners to produce a new mise en place work-plan (with different dishes), which will provide sufficient variation to the original assessment.

6.5.4.2 Retakes for underperforming learners

Learners who achieve the Pass standard or above but are deemed to have underperformed in graded practical assessments and/or the graded synoptic assessment, are permitted ONE retake opportunity. The assessment retake requires learners to produce a new mise en place work-plan (with different dishes), which will provide sufficient variation to the original assessment.

Evidence of underperformance must be recorded and retained by centres. Evidence may include grades achieved by learners in other assessments which demonstrate comparative underperformance. This evidence must be made available for external quality assurance.

6.5.5 Authentication of learner work

Whilst the majority of units in this qualification require evidence to be produced for assessment under direct supervision and highly controlled conditions, some units require learners to produce evidence without supervision.

Where this is the case, centres must be confident that learners' work is authentic. In such cases, learners must complete a Declaration of Authenticity to confirm that the work produced is their own. This must be countersigned by an assessor. A Declaration of Authenticity form is available to download from the VTCT website.

Centres must ensure that all learner evidence is available to the EQA.

The authentication of learner evidence is the responsibility of the centre.

7 Synopticity

The definition of synopticity used by VTCT is:

'a form of assessment that requires a learner to demonstrate they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification, which are relevant to a key task.'

This qualification includes a significant amount of synoptic content and assessment. It supports synoptic learning and assessment by:

- detailing the teaching and learning links between units, to allow learners to see how learning in one vocational area relates to, and underpins, another
- providing specific guidance to teachers and tutors on the holistic delivery and assessment of units where there is a natural interdependence
- requiring learners to draw on knowledge and skills from a range of units to carry out a cookery service
- embedding and assessing transferable skills alongside specific vocational content, which are central to the hospitality industry, in particular, communication, customer service, commercialism, problem solving and research
- including grading criteria that provide challenge and stretch, such as requiring learners to evaluate and justify their decisions, actions and recommendations
- including an explicit graded synoptic assessment, which judges learner performance against an holistic grading rubric
- integrating professional discussion into the graded synoptic assessment to interrogate knowledge and understanding across the vocational area
- providing a coherent learning programme of related units
- including overarching examinations which assess the breadth of mandatory units in an applied and meaningful way, which requires assimilation of materials and analysis
- integrating meaningful employer involvement to enrich the delivery experience
- including the mandatory requirement that centres involve employers or industry practitioners in at least ONE assessment or delivery element of this qualification

For detailed information on the graded synoptic assessment please see Section 6.5.2.

The quality of synoptic delivery and assessment will be judged explicitly through VTCT's team of visiting EQAs.

8 Grading

8.1 Overview

Learners must achieve the requisite number of units as specified in the rules of combination. Learners must achieve a Pass grade or higher in all units, the external examinations and graded synoptic assessment.

Performance in mandatory units and the graded synoptic assessment will be graded Pass, Merit or Distinction. Each unit grade carries points.

Learners are also issued points based on their performance in the external examinations.

These points must be added together to determine the overall grade of the qualification, as depicted below:
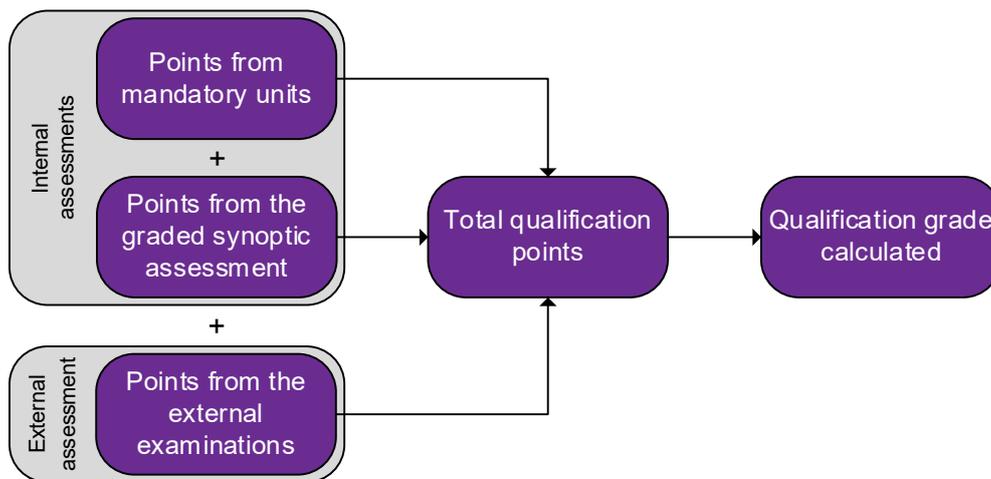
8.2 Calculating the overall qualification grade

8.2.1 Calculating points for internal assessments

The grade awarded for mandatory units and the graded synoptic assessment must each be cross referenced to the table below to determine the points for internal assessments.

VTCT product code	Unit title/assessment method	Points per grade		
		Pass	Merit	Distinction
UHC50M	The catering and hospitality industry	N/A	N/A	N/A
UHC70M	Food safety and hygiene in the kitchen	N/A	N/A	N/A
UHC52M	Planning and preparing for service	50	60	70
UHC64M	Desserts	150	180	210
UHC68M	Finishing techniques	150	180	210
UHC69M	Patisserie	300	360	420
UHC67M	Biscuits, cakes and sponges	150	180	210
UHC71M	Artisan baking, bread and fermented dough	400	480	560
UHC55M	Calculating costs	N/A	N/A	N/A
UHC72M	Working with chocolate	150	180	210
HC2D7.SYN	Graded synoptic assessment	540	648	756

8.2.2 Calculating points for the external assessment

The learner's notional grade for the external examination must be cross referenced to the table below to determine the points for the external assessment.

VTCT product code	Assessment	Points per examination score
HC2D7.EX1	External examination	Fail = 0 points Low Pass = 486 points High Pass = 525 points Low Merit = 564 points High Merit = 602 points Distinction = 641 points Distinction* = 680 points
HC2D7.EX2	External examination	Fail = 0 points Low Pass = 324 points High Pass = 350 points Low Merit = 376 points High Merit = 402 points Distinction = 428 points Distinction* = 454 points

8.2.3 Calculating the overall qualification grade

The overall grade for the qualification is calculated by adding together the points achieved from internal and external assessments.

The conversion table below must be used to determine the learner's overall qualification grade.

Points range	Overall qualification grade
2700 to 3059	Pass
3060 to 3419	Merit
3420 to 3599	Distinction
3600 to 3780	Distinction*

An online grade calculator is available on the VTCT website which carries out all of the calculations in this section.

8.2.4 Grade boundary review

Grade boundaries for units and the overall calculation for the qualification grade are open to annual review. Following this review, these boundaries and overall calculations can be adjusted by VTCT. This review and possible change within a qualification are to ensure the standard of the qualification grade is upheld throughout the qualification's lifecycle.

9 External quality assurance

9.1 External quality assurance visits

This qualification is externally verified by VTCT. Centres delivering this qualification will have a minimum of two external quality assurance visits per year. Between visits EQAs are available to offer advice and guidance on any aspect of quality assurance, via telephone or email; additional quality assurance visits can be arranged.

On a centre visit an EQA:

- verifies that appropriate staff and sufficient resources are in place, and that the centre is continuing to meet the criteria specified in the centre contract
- checks that the centre's policies and procedures, specifically those that relate to internal standardisation and record keeping, continue to meet VTCT's requirements
- reviews and monitors the quality of meaningful employer involvement in the delivery and assessment of the qualification
- judges the quality of synoptic delivery and assessment in line with guidance provided by VTCT
- in line with VTCT's sampling strategy, samples learner work to verify that it is to the required standard for a given grade, this includes observation of graded practical assessments for the unit and of synoptic assessments
- reviews evidence of the activities that have been undertaken to standardise assessments
- samples work and observes assessments at/from different sites if the centre operates at more than one location, from different centres and IQAs and at different stages of delivery. All samples are selected by the EQA

Centres must provide assessment plans to their EQA at the earliest possible opportunity, so that the EQA can plan to undertake visits that coincide with any practical assessments taking place at the centre, so that external verification can take place.

Random sampling is arranged between the centre and the EQA. The EQA will choose a sample of named learners to cover a variety of skills, knowledge, units and assessors. Through the sampling process the EQA will seek to assure that all assessment decisions made at the centre are consistent, fair, valid and reliable. The EQA will also seek to confirm that all assessments conducted meet national standards.

Depending on their findings, the EQA may take different courses of action; including agreeing with the centre an improvement plan and timeline for improvement, increasing the sample size which may result in a further quality assurance visit (chargeable to the centre) or sanctions may be applied in accordance with the VTCT Sanctions Policy.

VTCT operates a rigorous quality assurance system which includes external verification, targeted and unannounced spot checks, risk-based centre analysis profiles (supported by statistical monitoring/evidence) and high sampling of centres delivering this qualification.

9.2 Spot checking

In addition to the two normal EQA visits per year, targeted and unannounced spot checks of centres delivering this qualification will be undertaken as part of VTCT's formal quality assurance process. Spot checks are carried out by VTCT EQAs and will interrogate the delivery, assessment and internal quality assurance of the graded synoptic assessments.

The EQA conducting a spot check will:

- be independent of the centre
- ensure graded synoptic assessments are conducted appropriately and in line with VTCT procedures
- judge and grade learner performance in graded synoptic assessments alongside centre assessors to ensure the national standard is being achieved
- compare judgements between assessors to ensure grading criteria and characteristics are being consistently applied

VTCT will draw on centre assessment plans to schedule unannounced spot checks.

9.3 Support and guidance

Prior to delivering this qualification, you are strongly encouraged to attend an 'Establishing the Standard' workshop hosted by VTCT, to explore best practice in delivery, assessment and quality assurance.

In parallel to using this qualification specification, unit specifications and sample assessment materials to support qualification delivery and assessment.

For more information, visit the VTCT website (www.vtct.org.uk).

10 Unit structure

Units are available as separate specifications and can be downloaded from the VTCT website. Units that make up this qualification are structured as follows:

VTCT product code
The code allocated by VTCT. This should be used when communicating directly with VTCT.

Title
Reflects the content of the unit.

Unit reference number
This is the unit reference number as detailed on Ofqual's Register of Regulated Qualifications.

Level
This represents the level of achievement. The National Qualifications Framework level descriptors and similar qualifications at this level inform the allocation of the unit level.

Guided Learning (GL) hours
All units have GL assigned to them. This is the time a learner spends:

- being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training.

Overview
Provides a summary of what learners will cover in a unit, and outlines the knowledge, understanding and skills to be developed.

Learning outcomes
Specify what a learner will know, understand and be able to do as a result of completing a unit.

Assessment requirements
Details the assessments that must be completed and achieved to be awarded a unit. For more information on assessment methods see Section 6 of this specification.

Unit content
Provides the basis for the teaching, learning and assessment of each learning outcome. Teachers and tutors should ensure that the full breadth of unit content is delivered.

Assessment criteria
Assessment criteria specify the minimum standard required by the learner to achieve the relevant grade. Learners must provide sufficient and valid evidence to achieve the grade.

Assessment guidance
Explains the standard and provides examples of the evidence needed to achieve a given assessment criterion. This section must be used by assessors to judge the quality of evidence for assessment.

Resources
Identifies specific resources required to deliver and assess a unit.

Delivery guidance
Provides information on how teachers and tutors could enhance the learning experience.

Links with other units
Highlights the links between units to facilitate holistic and synoptic delivery and assessment.

Appendix 1 – Assessment controls

A1.1 Assessment controls for practical assessments

The following assessment controls relate to the graded practical assessments.

TASK SETTING – high control
VTCT specifies the tasks to be undertaken and the tools, equipment and techniques to be included in the assessment.

TASK TAKING – medium control
Time (externally defined): Time is explicitly stated where appropriate, where time is not stated, assessors must ensure services are completed in a commercially acceptable time frame. The exact time taken must be documented.

Environment (externally defined): Assessments must take place in a real or realistic working environment.

Resources (externally defined): Learners must be given access to the full range of facilities, ingredients and equipment required to carry out the practical assessment. These are detailed in unit specifications.

Supervision/Authenticity (externally defined): The complete assessment must be supervised at all times by an assessor.

Collaboration (externally defined): Whilst learners can work in groups to practise and prepare for this assessment, the practical assessment itself is an assessment of individual learner performance and does not permit collaboration or discussion between learners.

Reflective discussion (externally defined): Reflective discussion provides a holistic approach to assessing learners' analytical and decision making abilities. Reflective discussions must be recorded. There are various options for recording reflective discussions such as audio, video or paper-based recording.

Feedback (externally defined): Learners must not be provided with feedback throughout the assessment. At the end of the assessment a provisional grade can be discussed with learners. Final results and grades can only be confirmed once internal verification and external verification has taken place, following VTCT's EQA visit.

TASK MARKING – medium control
Centre assessors mark the practical assessment using analytical grading criteria and amplified assessment guidance provided by VTCT. Assessments are subject to external verification through scheduled centre visits and targeted and unannounced spot checking. At least one EQA visit per year will be conducted to observe practical assessments and verify that work is to the required standard for the grade given.

A1.2 Assessment controls for the graded synoptic assessment

TASK SETTING – high control
VTCT publishes an annual assessment brief which details the tasks to be undertaken, the units to be synoptically assessed and the ingredients and techniques to be used to plan, prepare, cook and serve dishes to industry standard. Assessment briefs are issued to learners at the start of their graded synoptic assessment. Assessment briefs vary year on year.

TASK TAKING – medium control
Part 1 – Planning

Time (externally defined): VTCT specifies the maximum time permitted for components of graded synoptic assessments. This time may vary year on year and is dependent upon the services and tasks that learners are required to undertake. The maximum time permitted is specified in the Learner and Assessor Packs which include the assessment brief. The exact time taken by learners must be documented.

Environment (externally defined): The planning phase must take place in a classroom environment or similar.

Resources (externally defined): Learners must be given access to a comprehensive range of resources that they can use to produce their work-plan. This should include access to the internet, recipe books and sample menus, textbooks and any other resources deemed appropriate by the centre. Learners are not permitted to access their emails during this period of assessment.

Supervision/Authenticity (externally defined): The assessment must be supervised at all times by an assessor.

Collaboration (externally defined): Learners must produce their work-plan independently. The assessment itself is an assessment of individual learner performance and does not permit collaboration or discussion between learners.

Feedback (externally defined): Learners must not be provided with feedback throughout the assessment. At the end of the assessment a provisional grade can be discussed with learners. Final results and grades can only be confirmed once internal verification and external verification has taken place, following VTCT's EQA visit.

Part 2 – Preparing, cooking and serving dishes

Time (externally defined): Learners must be given a maximum of three hours to prepare, cook and serve their dishes. An additional 30 minutes should be given as a preparation period to allow learners to interpret the assessment brief and to set-up their work areas, check ingredients and cooking and serving equipment and weigh and measure any ingredients. This time cannot be used to prepare raw ingredients.

Environment (externally defined): Assessments must take place in a real or realistic working environment.

Resources (externally defined): Learners must be given access to the full range of ingredients, tools and equipment required to prepare, cook and serve dishes as detailed in their workplans.

Supervision/Authenticity (externally defined): The complete assessment must be supervised at all times by an assessor.

Collaboration (externally defined): Whilst learners can work in groups to practise and prepare for this assessment, the practical assessment itself is an assessment of individual learner performance and does not permit collaboration or discussion between learners.

Reflective discussion (externally defined): Reflective discussion provides a holistic approach to assessing learners' analytical and decision making abilities. VTCT will provide specific questions for assessors which cover justification and evaluation of learner choices and actions, and recommendations for future practices. Assessors can use these questions to conduct a reflective discussion with learners on completion of their practical assessment. Reflective discussions must be recorded. There are various options for recording reflective discussions such as audio, video or paper-based recording.

Feedback (externally defined): Learners must not be provided with feedback throughout the assessment. At the end of the assessment a provisional grade can be discussed with learners. Final results and grades can only be confirmed once internal verification and external verification has taken place, following VTCT's EQA visit.

TASK MARKING – medium control

Centre assessors mark the assessment using a holistic grading rubric which includes grade characteristics that define each grade. The holistic grading rubric is provided by VTCT. The graded synoptic assessment is subject to external verification through scheduled centre visits and targeted and unannounced spot checking. At least one EQA visit per year will be conducted to observe graded synoptic assessments and verify that work is to the required standard for the grade given.

Version	Details of amendments	Date
v3	Key dates amended in Section 6.4.1, page 16 New brand logo added	04/07/2017
v4	Added grade boundary review text	03/12/2019