Overview
The aim of this unit is to develop learner's knowledge, understanding and practical skills in preparing and cooking desserts, which includes the preparation and cooking of fruit.

Learners will investigate different types of desserts so they have an understanding of the range available. Learners will also develop their practical skills and focus on the production of a dessert, demonstrating preparation, cooking and finishing skills. Learners will review their own performance and know how to correct errors and improve the dessert.

Learning outcomes
On completion of this unit, learners will:

LO1 Know the different types of desserts
LO2 Know how to prepare desserts
LO3 Know how to cook and finish desserts
LO4 Be able to produce desserts
Assessment requirements

Learners must complete **all** four assessment requirements related to this unit:

1. Portfolio
2. Graded practical assessment
3. External examination
4. Graded synoptic assessment

1. Portfolio

Learners must produce a portfolio. At a minimum the portfolio must contain evidence that the learners have:

- Produced a minimum of 2 different hot desserts
  - Beignets
  - Charlottes
  - Crepes
  - Fruit pies, crumbles and tarts
  - Puddings
  - Soufflés
  - Strudels
  - Rice based dishes

- Produced a minimum of 2 different cold desserts
  - Ice creams and sorbets
  - Meringues
  - Crèmes
  - Creams
  - Jellies
  - Mousses
  - Soufflés
  - Trifles
  - Fruit based

- Used a minimum of 6 preparation methods in line with dish requirements
  - Weighing
  - Measuring
  - Creaming
  - Piping
  - Emulsifying
  - Lining moulds
  - Addition of flavours
  - Beating
  - Folding
  - Moulding
  - Whisking
  - Mixing
  - Aeration
  - Portioning
  - Chilling
- Combining
- Puréeing

- Used a minimum of 3 cooking methods
  - Poaching
  - Steaming
  - Boiling
  - Stewing
  - Baking
  - Combination cooking
  - Frying
  - Deep frying
  - Water bath
  - Bake

- Used a minimum of 3 sauces and fillings
  - Coulis
  - Crème anglaise
  - Custard
  - Cream
  - Syrup sauces
  - Fruit sauces

- Used a minimum of 2 decorative accompaniments
  - Basic sugar work
  - Decorative chocolate
  - Dipped nuts
  - Coated additions

- Presented the dishes ready for service using all appropriate finishing skills
  - Plating suitable for service style
  - Tasting and adjusting flavours (if required)
  - Slicing

The portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst the portfolio will not be graded, they may be sampled by the VTCT External Quality Assurer (EQA).

Evidence from the graded practical assessment must also be presented in the portfolio.
2. Graded practical assessment

Learners must carry out a complete practical assessment which will be observed, marked and graded by centre assessors. The grade achieved in the graded practical assessment will be the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment. At a minimum the graded practical assessment for this unit must cover:

- Preparation of a dessert
- Cooking a dessert
- Finishing a dessert

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

3. External examination

Whilst the theory content of LO1, LO2 and LO3 may be naturally assessed in the graded practical assessment, they will be tested by an external examination towards the end of the period of learning.

External examinations will test knowledge and understanding from across the whole vocational area (mandatory units). Learners should use the unit content section of this unit to aid revision since exam questions will test the full breadth of this section.

External examinations will be set and marked by VTCT and will contribute to the overall qualification grade.

4. Graded synoptic assessment

In the last term or final third of their qualification, learners will be required to undertake a graded synoptic assessment. This will require learners to carry out a range of practical skills from across the whole vocational area (mandatory units). Assessment coverage will vary year on year, although all mandatory units will be covered over time.

VTCT will set a brief for centres which will detail the food items to be used in the graded synoptic assessment. Grading descriptors for the synoptic assessment will also be provided by VTCT.

The graded synoptic assessment will be marked and graded by centre staff and externally verified by VTCT.

The graded synoptic assessment will contribute to the overall qualification grade.
Unit content

LO1 Know the different types of desserts

Learners must know the types of hot and cold desserts:

- Types of hot desserts for example:
  - Beignets
    - The French term for a pastry made from deep-fried choux pastry, eaten hot and often served with icing sugar
  - Charlottes
    - Traditional French dessert formed in a deep, cylindrical mould. For a fruit charlotte the mould is lined with well-buttered bread, filled with a thick puree of apples, apricots, or other fruit, topped with additional slices of bread, and baked. It is served warm, often with a sauce
  - Crepes
    - A crêpe is a type of very thin pancake usually made from wheat flour or buckwheat flour, types include crêpe Suzette or crêpe Normande
  - Fruit pies, crumbles and tarts
    - Seasonal fruit desserts can include blackberry and apple crumble
  - Steamed puddings
    - Made with suet e.g. chocolate fondant, sticky toffee pudding
  - Soufflés
    - A soufflé is a baked egg-based dish which originated in early eighteenth century France. It is made with egg yolks and beaten egg whites combined with various other ingredients and served hot
  - Strudels
    - A strudel is a type of layered pastry with a filling, the most common types are apfelstudel (apple strudel) and kirschenstrudel (cherry strudel)
  - Other types include rice based dishes such as rice pudding and clafouti which is a type of flan made of fruit, typically cherries, baked in a sweet batter

- Types of cold desserts
  - Ice creams and sorbets
  - Fruit desserts for example:
    - Strawberry tarts
    - Pavlova
    - Summer pudding
    - Raspberry mousse
    - Lemon posset
  - Crèmes for example:
    - Brulee
    - Crème caramel – made from milk or cream and baked in a bain-marie
  - Creams for example:
    - Bavarois – cream based custard dessert, thickened with gelatine or corn-starch
  - Jellies, a gelatine based dessert with flavour added for example:
    - Champagne jelly
    - Summer fruit jelly
  - Mousses – main ingredients is whipped cream and eggs. It has a light and airy texture, sometimes includes gelatine e.g. chocolate mousses, lemon mousses
- Trifles – traditionally made with cake, fruit, custard and cream. Can be made with jelly and fruit. Liquor is often added for flavour
- Meringue, whisked egg white based dessert for example:
  - French – caster sugar beaten into egg whites
  - Italian – boiling sugar syrup whipped into soft beaten egg whites
  - Swiss – egg whites whisked over a ban-marie then whisked till cool

**Learners must know how to buy fruit used in desserts:**
- Fruit is a natural source of dietary fibre
- Fruit should look fresh and appetising and be plump and firm, without bruising and/or wrinkle
- Soft fruit, such as berries, should look dry on the outside and full
- Odour is a good indication of ripeness, e.g. fruit such as melon should always smell fragrant
- Fruit should be stored in a refrigerator as it will last longer; if fruit is stored at room temperature it will deteriorate quicker
- Some fruits are best used immediately
- All fruits should be washed before use
- Fruits and their seasonality. Purchasing fruit within season and locally will help to ensure freshness because storage time before purchase will be minimal. The travelling expense is kept to a minimum because it is locally grown
- The preservation of fruit – preservation can take many forms for example:
  - Drying – is when almost all of the water is removed from the fruit. Dried fruit can be rehydrated in liquid before use
    - By sun drying or in heated wind tunnel dryers
    - Using dehydrators
  - Canning – is when items are put into an air tight container and heated to kill any microorganisms that can cause food to spoil. Food items will be in a liquid e.g. syrup, fruit juice
  - Bottling – bottled fruit is preserved by putting into hot jars, filled with a liquid usually syrup and heated to force the air out to create a germ-proof vacuum
  - Candied – is fruit that has been soaked in syrup solution over a number of days depending on the recipe followed
  - Glace, jam, jelly – all preserve fruit by boiling with sugar and pecin until it sets. Glace uses fruit juices rather than while fruits. Jelly requires the fruit to be cooked and then drained through a muslin to extract the juice from the fruit pulp. Jam uses the fruit and sugar without straining to keep all the pieces of fruit together to add texture to the jam e.g. blueberries, strawberries
  - Quick freezing – some fruit freeze well straight from harvest, by laying individually in rows on trays and frozen. Some fruit need to be blanched or cooked before freezing e.g. rhubarb
    - Quick freezing requires food to be cooled to a temperature of 0°C to -50°C in less than 2 hours and then cooled to -18°C. Quick freezing produces smaller ice crystals in food so doesn’t damage the food
  - Cold storage – preserves some fruit and increase the self-life. The fruit needs to be kept at a critical temperature and this varies for different types of fruit e.g. Apples need to be stored at around 0°C to 4°C at a humidity of 90/95% and can be stored for 2 to 5 months
Learners must know the key commodities for desserts:

- Dairy Products and eggs
  - Butter, cream (single, double, whipping and clotted), milk (full fat, buttermilk, semi-skimmed), yoghurt, eggs, crème fraiche and soured cream
- Fruit
  - Frozen and fresh seasonal fruit
- Dry Commodities
  - Sugar, flour, rice, cocoa powder, baking powder, suet, icing sugar, spices, salt
- Other products
  - Syrup, vanilla extract or pods, nuts, chocolate, liquid glucose, food colouring, vegetable oil, gelatine, flavourings

Learners must know the quality points for different types of dessert commodities:

- Use-by date for items should be checked before use
- Colour of fruit should be checked and need to be as expected, clean, mould and blemish free, firm or crisp, correct colour, even size and shape, tender, undamaged package
- Aroma of fruit should be fresh and fragrant

Learners must know the importance of quality points for dessert commodities:

- Ensure the quality of the dessert served to the customer
- Regular quality checks will ensure a consistent product is produced
- Using out of date or old ingredients will affect the quality of the dessert, could cause illness if eaten

Learners must know the preservation methods for desserts:

- Freezing slows down decomposition by turning residual moisture into ice, inhibiting the growth of most bacterial species. It is important to freeze food as soon after cooking as possible is to preserve the food quality and texture as well as limit the time bacteria has to grow
- Refrigeration maintains the dessert for a period of time suitable for the dessert

Learners must know the advantages and disadvantages of different preservation methods:

- Advantages
  - Slow down spoilage
  - Prevent growth of bacteria
  - Manage glut in produce
  - Prepare food items in advance, buy food items in season e.g. seasonal fruit for desserts
- Disadvantages
  - Change in texture
  - Change in nutritional value
  - Change in appearance
  - Change in aroma
  - Change in taste
  - Amount of storage space needed
Learners must know about buying dessert items:
- Traceability and source – local, organic, seasonality, fair-trade, ethical practise, responsibly sourced
- Quality e.g. local, organic, affects the taste of food items
- Cost and value for money
- Ecological impact e.g. carbon footprint, sustainable produce, impact of transport (numbers of lorries on the road)

Learners must know how to store dessert commodities:
- Dairy products and eggs should be stored in air-circulated refrigeration units and kept in clean, covered plastic containers. Separate dairy and egg products from other ingredients to avoid cross-contamination. Using a separate refrigerator, if at all possible, is good practice
- Fruit should be removed from the boxes and trays in which they were delivered as soon as possible, as these can be contaminated and may contain fruit flies or other insects. The fruit should be stored in clean plastic trays in refrigerated conditions, the exception being bananas which should not be stored in a refrigerator
- Dry commodities need to be stored in clean, sealed plastic containers on clean shelving in a separate store room. The room must be maintained at a constant cool temperature and should have a dry atmosphere
- Stock rotation should be employed ‘first in, first out’ should be followed to use the oldest items first
- Refrigerated/frozen at correct temperature in line with current regulations, covered/labelled/dated, recording important labelling information in line with current regulations (allergen information), cooling rapidly below 8°C in 90 minutes or in line with current regulations, use-by date, used within organisational guidelines, in line with HACCP, separate fridge if possible or separate area if fridge, comply with current food safety legislation
LO2 Know how to prepare desserts

Learners must know the tools and equipment used to prepare desserts:

- Appropriate to task
  - Knives
  - Correct colour-coded chopping boards
  - Trays
  - Bowls and ramekins
  - Moulds such as dariole moulds for puddings and pudding soufflés
  - Ice cream machine
  - Thermometers
  - Specialist equipment e.g. food processor
  - Protective gloves
  - Mixing bowls
  - Spoons e.g. wooden and metal
  - Rubber spatulas
  - Baking trays
  - Pans
  - Whisks
  - Wire cooling
  - Measuring jugs
  - Rolling pins, cutters
  - Sieves
  - Scales
  - Graters and micro graters
  - Ovens
  - Microwave
  - Corers and peelers
  - Zesters
  - Plastic sauce bottles

Learners must know how to select ingredients for desserts:

- To meet recipe specification
  - Read recipe thoroughly
  - Calculate number and size of portions needed

- Quality of ingredients
  - Appearance, freshness, colour, smell

- Cost considerations
  - Some items can be expensive to buy or time consuming to produce
Learners must know the skills and techniques for preparing desserts:

- Follow recipe to ensure the expected result is achieved
- Weighing – all items must be weighed correctly as required in the recipe as inaccuracies will affect the quality of the final dish
  
  ![Weighing Scale](image)

- Measuring – all liquids must be measured correctly and as the recipe requires or the flavour and textures of the final dish will be affected
  
  ![Measuring Cup](image)

- Creaming – combining sugar with a solid fat such as butter and beating until a pale creamy yellow colour. This adds air to the mixture to create rise when cooking
  
  ![Creaming](image)

- Piping – using a piping bag and different size and shaped nozzles to create designs or decorations e.g. meringues. Meringues, buttercream, chocolate ganache or cream being piped has to be at the correct consistency in the piping bag, too thin and the piped shape will not hold, too thick and it won’t come out of the Piping bag
  
  ![Piping](image)

- Lining moulds – e.g. with silicone paper or butter, or butter and caster sugar so items can be easily removed from the mould e.g. when making Raspberry Soufflé or Almond Cake
  
  ![Lining Moulds](image)
• Addition of flavours – careful not to add too many flavours or too much or too little flavour. Essences are often used to add flavour without the addition of too much liquid. Fruit, nuts, spices, chocolate and alcohol are also widely used.

• Beating – mixing ingredients with a wooden spoon, electric mixer or food processor to incorporate air into the mixture to make it light and fluffy e.g. when making sponge fingers the egg yolks are beaten with two-thirds of the caster sugar to a soft ribbon consistency.

• Folding – use to add a beaten ingredient into a denser ingredient e.g. whisked eggs whites into melted, cooled chocolate. As much air as possible needs to be retained in the mixture. The techniques used is to take a metal spoon or flat specular and move gently in a figure of eight movement through the mixture while turning the bowl.

• Moulds – using a mould to create the shape for the food item to set in and then turned out when ready to decorate and serve e.g. a jelly mould, pudding moulds, ramekins.

• Whisking – used to trap air and increase volume. Commonly used when making French meringues as the egg whites are whisked and then sugar added and whisked until the mixture forms peaks and whisking cream to thicken it. A metal or electric whisk can be used.
• Mixing – used to combine and evenly distribute ingredients though a mixture. This forms an aeration

• Puree – fresh or cooked fruit can be pureed. Place the fruit into a food blender with the strained lemon juice and blend until smooth. This creates an intensely flavoured sauce

• Portioning – ensuring the correct quantity is made for the number of portions needed and ensure all portion is the same size or weight

• Chilling – some desserts require chilling either as part of the preparation process or before being service. Care has to be taken so that the elements of the dessert are kept at the correct temperature for as long as the recipe required for example when making a vanilla panna cotta with a port and cinnamon jelly the panna cotta has to be chilled until set so when the cooled jelly is added to the top it doesn’t sink into the panna cotta and the jelly has to be cool enough so it is not completely set but can still be poured onto the panna cotta to create a top layer

• Combining – use different methods and techniques e.g. whisking egg whites and folding them into melted cooled chocolate flavoured with hazelnut essence to make a chocolate and hazelnut mousse
Learners must know the importance of waste management when preparing desserts:

- **Portion control**
  - Dish specification, portioning by weight into individual portions making sure that too much is not produced for the requirements, and consistency of portions

- **Minimise waste**
  - Menu planning to make the most of food items

- **Using correct tools and equipment**
  - Make sure knives are sharp, use the correct knife for the task in hand, ensure the equipment is in full working order so maximum yield is achieved, make sure the scales are correctly calibrated so weights and measure are accurate or the quality if the dessert will be affected

- **The importance of using the correct tools**
  - The use of the correct knives that are sharp will ensure that the tasks are conducted with precision with minimum waste/damage to the ingredients e.g. when slicing fruit to decorate a dessert it is cleanly cut so as not spoil the fruit or the look if the finished dessert
LO3 Know how to cook and finish desserts

Learners must know the tools and equipment used to cook and finish desserts:
• Ovens
• Stove tops
• Steamer
• Deep fat fryer
• Pans
• Refrigerator
• Baking trays
• Ladles, spoons
• Trays
• Palette knives
• Piping bags
• Blowtorch
• Bain-marie

Learners must know cooking methods for desserts:
• Shallow fry
  - Cooking method using a frying pan and fat, such as oil e.g. banana fritters
• Deep fry
  - The food item cooked submerged with fat (usually oil). A deep fat fryer should be used in order to control the heat. Food items are usually coated first to protect them from the high heat often at temperature around 170°C/180°C e.g. beignet soufflés
• Boil
  - Wet cooking method using a liquid such as water or milk covers the item being cooked. A gentle boil is at around 90°C to 95°C
• Poach
  - Similar cooking method as boiling where the temperature of the liquid is at around 75°C to 85°C. The time required to cook by poaching can be longer than boiling but the result may be better as food items stay still in the pan. Therefore, the risk of damaging them is reduced. Poached pears are an example of poaching fruit for a dessert
• Steam
  - Steam is produced by heating a liquid, such as water, to boiling point. This cooking method is suitable steamed puddings
• Bake
  - Desserts are cooked in an oven at temperatures ranging from 140°C to 180°C e.g. bread and butter pudding
• Refrigerate
  - Desserts chilled in a refrigerator and left to set e.g. panna cotta
Learners must know how to cook different desserts:

- **Hot desserts**

<table>
<thead>
<tr>
<th>Dessert</th>
<th>Cooking method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sticky toffee pudding</td>
<td>Baked in a Bain Marie</td>
</tr>
<tr>
<td>Steamed Lemon Pudding</td>
<td>Steam for 45 minutes (approximately)</td>
</tr>
<tr>
<td>Bread and butter pudding</td>
<td>Cooked in the oven at 180°C</td>
</tr>
<tr>
<td>Banana Fritter</td>
<td>Deep fried for approximately 4 minutes</td>
</tr>
<tr>
<td>Crepes</td>
<td>Cook in a crepe pan on a stove top or induction hob</td>
</tr>
<tr>
<td>Vanilla rice pudding</td>
<td>In a pan, on a stove top</td>
</tr>
<tr>
<td>Chocolate soufflé</td>
<td>Baked in oven for 15 – 20 minutes</td>
</tr>
</tbody>
</table>

- **Cold Desserts**

<table>
<thead>
<tr>
<th>Dessert</th>
<th>Cooking Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crème Caramel</td>
<td>Bake in a bain-marie and in an oven for approximately 40 mins. Then cooled</td>
</tr>
<tr>
<td>Vanilla panna cotta</td>
<td>Set in a refrigerator</td>
</tr>
<tr>
<td>Crème brulee</td>
<td>Cooked in a bain-marie, in the oven at 150°C. Then cooled</td>
</tr>
<tr>
<td>Strawberry bavarois</td>
<td>Set in the refrigerator</td>
</tr>
</tbody>
</table>

Learners must know the fillings and sauces for desserts:

- Fruit coulis and fruit sauces – pureed fresh fruit with syrup and lemon juice
- Chocolate sauce – melted chocolate with butter that can be flavoured
- Chocolate ganache – melted chocolate with cream
- Crème anglaise – a custard sauce mad from egg yolks, sugar, milk and vanilla
- Custard – a thicker sauce made from egg yolks, sugar, milk or cream and cornflour
- Chantilly cream – a sweetened whipped cream that can be flavoured
- Crème pâtisserie – also known as crème pat or pastry cream. A rich creamy custard thickened with flour
- Stock syrup, with added flavours, e.g. coffee or lemon
- Sweet sauces, e.g. butterscotch or caramel

Learners must know finishing techniques for desserts:

- The finish is provided to complement the flavour, texture and colour, and to lift the dessert visually
  - **Portioning**  
    - Portion control and consistency of size and shape of the dessert produced. Portions should be determined before cutting and each should be equal size
  - **Cutting**  
    - When desserts are cut it should be smooth and not rough, a sharp knife should be used and cleaned after each cut
  - **Glazing**  
    - Glazing a dessert will leave a long lasting glossy finish. A glaze is based on a jam or jelly recipe and should be strained
• Piping
  - Cream can be piped or shaped into a quenelle to finish a dessert. Piping should be complementary to the dessert and not used to mask mistakes

• Feathering
  - This is a very simple finishing method for a dessert. Feathering and fanning is simply the actions of drawing lines of icing across an already iced background in a feather and fan design

• Dusting
  - Dusting with icing sugar or cocoa powder from a fine sieve or muslin cloth will lift the presentation from the plate, ground dried fruits can also be used to dust

• Plating design
  - How the dessert items are placed on the plate/dish
  - Plating suitable for service style
  - Choice of plate/dish, e.g. colour, size, shape, depth

• When finishing a dessert, the finishing and decoration should not overpower the main dish

Learners must know decorative techniques for desserts:
• Basic sugar work e.g. spun sugar
• Decorative chocolate, e.g. chocolate shavings or chocolate acetate motifs
• Coated additions, e.g. nuts dipped in caramel or alternatively a praline can be made this is a combination of caramel and toasted skinned hazelnuts mixed together and allowed to set and then broken and placed to finish a dessert
• Biscuits, e.g. shortbread

Learners must know how to make desserts healthier:
• Choosing alternative ingredients – e.g. low fat options, half fat cream, natural yoghurt, skimmed or semi skimmed milk
• Choosing alternative cooking methods – e.g. steaming, poaching if possible without compromising the quality of the dessert
• Using healthier finishing methods – e.g. not adding butter; using a low fat sauce without cream
LO4 Be able to produce desserts

Comply with uniform and personal appearance standards:
- Wear the correct uniform to comply with health and safety, food safety, Personal Protective Equipment (PPE) regulations
  - The uniform must be clean
  - Hair must be tied back and put under a hat or hair net
  - Facial hair must be covered with a beard net
  - Clean apron must be used to prevent cross-contamination
  - Nails must be short, clean and unpolished and to prevent cross-contamination
  - No jewellery should be worn
  - No strong smelling perfume or body spray as this will affect the flavour of delicate food items

Comply with food safety and food hygiene standards:
- Learners should make sure food is safe to eat
  - Make sure nothing is added or removed and food is not treated in a way that makes it harmful to eat
  - Unsafe food must be withdrawn and reported to supervisor
  - Records should be kept for where food was obtained and this information should be shown on demand – known as ‘traceability’
- Food additives
  - Only use an approved additive
  - Only use if it is approved for use in that type of food
  - Ensure the food additive doesn’t exceed the maximum permitted level
- Materials and packaging that can be reasonably expected to come into contact with food are called ‘food contact materials’. These can include: packaging, food processing equipment, cookware, work surfaces
- Ensure food contact materials do not transfer anything to food they touch
- Ensure food contact materials do not change the food they touch
- To keep food safe from bacteria, follow HAACP. Bacteria that cause serious health problems are
  - E.coli, O157 and campylobacter
  - Salmonella, especially with the storage and handling of eggs

Apply hazard analysis and critical control points (HACCP):
- To avoid hazards. This keeps food safe from biological, chemical and physical safety hazards
- Hazard Analysis Critical Control Points (HACCP) are an internationally recognised food safety management. The emphasis is on identifying the critical points in a process where food safety problems (or hazards) could arise. Steps can then be put in place to prevent things going wrong. Keeping records is also an important part of HACCP systems

Produce and follow mise en place work plan:
- Plan work to timescales
  - Mise en plan work plan should be realistic and adjusted when necessary
- Follow work plan to ensure mise en place is prepared on time and to meet dish requirements
- Work with accuracy – reduced waste, maximum yield
- Work consistency
- Use appropriate skills and techniques
Prepare a dessert in line with dish requirements:
- Use of skills and techniques when preparing desserts
  - Hot desserts for example:
    - Chocolate soufflé should be prepared by selecting and weighing the correct ingredients, the quality of the ingredients should be checked and the ramekin dishes or moulds should be lined with butter and a coating of cocoa powder, remembering to shake out the excess powder
  - Cold desserts for example:
    - Lemon crème brûlée should be prepared by selecting and weighing the correct ingredients, the quality of the ingredients should be checked and the lemons should be washed
- Use tools and equipment appropriately
  - Knives – e.g. when removing vanilla seeds from vanilla pods a paring knife’s blade should be used to scrape the dark, moist pulp from the bean; that way no strings from the vanilla pod will be in the seeds
  - Correct colour-coded chopping boards for the ingredients
  - Baking trays and sheets – e.g. ensure they are of the correct size for the portions required
  - Bowls – e.g. mixing bowls should not be too small for the amount of ingredients, as this will not allow for the correct mixing to take place
  - Moulds
  - Whisks – e.g. a balloon whisk should be used for meringues
  - Specialist equipment, e.g. an ice cream machine should be used accurately to ensure ice-cream is the correct temperature and consistency
  - Protective gloves (if required)
- Quality points for desserts
  - Check all ingredients before use to ensure they are fresh and inside the use-by dates. Cream should be checked for aroma and taste to ensure it has not soured

Cook a dessert in line with dish requirements:
- Shallow fry
- Deep fry
- Boil
- Poach
- Steam
- Stew
- Bake

Finish a dessert to meet dish requirements:
- Garnish
- Sauce
  - Flavour
  - Consistency
- Filling
- Presentation of dish
- Manage portion size
- Present in style suitable for service
- Check final presentation before going to the pass
- Refrigerated/frozen at correct temperature, covered, labelled, dated
Identify strengths and areas for improvement to the dessert:

- Taste, texture, appearance, portion size, colour, flavour combinations, use sauces and fillings, decoration, plating techniques
- Appropriate use of skills, techniques and cooking methods
Assessment criteria will be applied to the graded practical assessment. In order to Pass this unit, learners must at a minimum achieve all Pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner must:</td>
<td>The learner can:</td>
<td>To achieve a Merit grade, in addition to achievement of the Pass criteria, the learner can:</td>
<td>To achieve a Distinction grade, in addition to achievement of the Pass and Merit criteria, the learner can:</td>
</tr>
</tbody>
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**LO4 Be able to produce desserts**

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<tbody>
<tr>
<td>P1</td>
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<td>M1</td>
<td>Use the work space effectively</td>
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<td>D2</td>
<td>Explain recommendations for improvements that could be made to the dish</td>
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Assessment guidance

Assessors must use the amplified assessment guidance in this section to judge whether assessment criteria have been achieved in the graded practical assessment.

<table>
<thead>
<tr>
<th>P1 Comply with uniform and personal appearance standards</th>
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<tbody>
<tr>
<td>Learners must be professionally presented for practical sessions and assessments. They need to wear the correct uniform and PPE. The uniform must be clean. Hair must be tied back and under a hat and hair and/or beard nets must be worn if appropriate. The learner must have minimum make-up, no jewellery, no strong smelling perfume/body spray, short and clean unpainted nails.</td>
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<table>
<thead>
<tr>
<th>P2 Comply with food safety and food hygiene standards</th>
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<tbody>
<tr>
<td>Learners must show that they can work within the current food safety regulations throughout the assessment. Their working methods and behaviour must minimise the risk of cross-contamination and follow appropriate routines and procedures to avoid potentially severe health hazards.</td>
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<table>
<thead>
<tr>
<th>P3 Apply hazard analysis and critical control points (HACCP)</th>
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<tr>
<td>Learners must follow the HACCP procedures throughout the practical assessment.</td>
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<tr>
<th>P4 Produce and follow mise en place work plan</th>
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<tbody>
<tr>
<td>Learners must be able to follow their work plan which must detail the resources needed, the required ingredients to cook and finish the dish and an outline of tasks with time allocations. The work plan must be realistic and sufficiently detailed. Learners need to follow the plan during mise en place, and make adjustments, as appropriate.</td>
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<thead>
<tr>
<th>P5 Prepare a dessert in line with dish requirements</th>
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</thead>
<tbody>
<tr>
<td>Learners must show they are able to prepare food items for desserts, using appropriate skills. Learners will check the ingredients for quality points and the suitability for the dish requirements. Learners should work independently when preparing food items and must show they have considered the specific requirements when preparing the dish. Learners will select the correct tools and equipment to prepare the dessert and use the equipment and tools appropriately, e.g. when preparing a steamer for a steamed pudding the steamer will be set at the correct temperature, lemons will be zested using a zester and not a grater, all ingredients have been carefully weighed.</td>
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</table>
P6 Cook a dessert in line with dish requirements

Learners must select the appropriate cooking method for the dessert e.g. when choosing to cook beignets the learner will use the deep fat fryer set at the correct temperature.
The learner must show they know how to effectively use the cooking method to meet the dish requirements. The cooking method will be implemented accurately.
Learners will not overcook the beignets in the deep fat fryer causing them to be too dark in colour.
Learners will select the correct tools and equipment to cook the dish and use the equipment and tools appropriately.

P7 Finish a dessert to meet dish requirements

Learners must use the appropriate finishing techniques for the chosen dessert. The dessert must be correctly presented with the suitable sauces, fillings and decorations. The dessert should be presented in a style suitable for the service situation, plating should be precise and every dish must be the same in terms of presentation, portioning and overall look.
For example, a sliced dessert such as Chantilly gateau should be the same size for every portion and decorated in the same manner and have the same amount of filling. The same amount of sauce should be served on the side in a jug or on the plate.

P8 Identify strengths and areas for improvement to the dessert

Learners must be able to identify the main strengths of the dish and areas that may need some improvement e.g. Learners prepare, cook and finish a chocolate fondant. An identified strength of the dish may be that the fondant had a perfect gooey centre that oozes out when the pudding is cut open. Another strength may be that they served the pudding with a jug of caramel sauce on the side and the server pours the sauce over the pudding at the table.
An area for improvement may be deciding that serving the sauce with this pudding may not have been the best choice as having the jug on the side meant that there was only the pudding on the plate.

M1 Use the work space effectively

Throughout the mise en place and service learners should work effectively and hygienically. The bench/work space should be clear and cleaned at the end of each task. Learners should dispose of any waste as they go along and their tools and equipment should be cleaned and put away when they have finished using them. The work space should be organised and set out to allow them to work in a logical order.
The learner must show they can work in a disciplined way, following their mise en place work plan.
M2 Use skills with confidence and accuracy whilst minimising waste

Learners show that they can carry out tasks with confidence, completing the task within an industry expected time frame. Tasks are carried out demonstrating skills with accuracy while minimising waste.

E.g. crème caramels should all be the same size and as much of the crème liquid should be used as possible to the minimised waste. When making a fruit tart learners use their knife skills to carefully chop, slice and segment the fruit to ensure maximum yield.

Learners clearly show that they know what they are doing and confidently carry out the task and the knife skills show accuracy and deftness. Learners approach tasks knowing what needs to be done and how it needs to be done. Learners will clearly show they can manage their time and use their skills to produce desserts. They work as part of the kitchen team and not just in their team to contribute to the smooth running of the service.

M3 Use effective team working skills to meet the needs of the service session

Learners must show that they can communicate effectively with others to ensure that the dishes reach the pass at the correct time. They will talk to and work with their own and other section teams.

Learners will clearly show they can manage their time and use their skills to produce dishes at the correct time and work as part of the kitchen team (not just in their section team), to contribute to the smooth running of the service.

D1 Create a finished dish that reflects attention to detail and creativity

For P7 the dish must be perfectly presented, with no drips or marks on the plate or serving dish. For D1 the plating could be creative, modern or on trend.

The presentation is clean and appealing and shows exceptional attention to detail. The food items, any accompaniments and garnish are prepared for presentation, in the correct proportion and add to the appearance of the dish.

E.g. when servicing chocolate fondant with vanilla ice cream, the hot fondant is placed in the middle of a small round plate, the small quenelles of ice cream are perfectly made and placed around the pudding, but not touching it and a small amount of raspberry coulis is dotted around the plate to add a small amount of tartness to the dish.

The plating will follow a trend in the industry and preserve the balance of the dish.

D2 Explain recommendations for improvements that could be made to the dish

Learners will identify areas for improvement and explain recommendations to improve the dish. This could focus on the cooking methods used, the flavour combinations or the presentation of the finished dish.

E.g. Learners may identify that the plating needs to be more appealing to the customer and using a different shaped plate or a large bowl would create a better first impression.

Another example may be, learners identified that their plating of the chocolate fondant was not very impressive. They may suggest that they could have serviced the pudding with quenelles of ice cream on a long narrow plate rather than a round plate and used so coulis to add colour to the dish.

Alternatively, they may focus on the flavour combinations or flavour balance e.g. they may suggest that they could add some salted caramel brittle crushed into a crumb for crunch to add another texture and flavour to the dish.
Resources

The special resources required for this unit are access to a real or realistic working environment.

Recommended text books:
- Cengage Professional Chef Level 2 Diploma 2e edition
- Professional Patisserie: Neil Rippington, Mick Burke, Chris Barker Hodder Education

Recommended websites:
- www.cengage.co.uk
- www.cengagebrain.com

Delivery guidance

Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience. Learners may benefit from:
- Meaningful employer engagement so they relate what is being learned to the real world of work and understand commercial competency and product, tools and equipment usage when preparing, cooking and finishing desserts
- Work experience within a professional kitchen so they can practise to hone their skills in a real environment
- Using interactive information and technology, systems and hardware so they can learn about concepts and theories; research current trends; research product knowledge and produce visual aids

Links with other units

This unit is closely linked with the following units:

UHC70M Food safety and hygiene in the kitchen
Food safety and hygiene in the kitchen should be embedded in all practical sessions and assessments. Learners need to know how to follow the regulations and guidelines to create a safe working environment and to produce food that is safe to eat and sell. UHC70M Food safety and hygiene in the kitchen should be delivered before and applied through the desserts unit.

UHC52M Planning and preparing for service
Planning is the key to success. Learners will be required to create and follow a mise en place time plan for their practical assessments, as included in this unit’s specification. UHC52M Planning and preparing for service should be delivered before and applied through UHC64M Desserts.

UHC67M Biscuits, cakes and sponges
Biscuits, cakes and sponges form the basis or accompaniment for many desserts so there is an opportunity to assess this unit with UHC64M Desserts for both the portfolio evidence and the graded practical assessment. UHC67M Biscuits, cakes and sponges can be delivered before or integrated with delivery of UHC64M Desserts.
Graded synoptic assessment

At the end of the qualification which this unit forms part of, there will be a graded synoptic assessment which will assess the learner's ability to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification. It is therefore necessary and important that units are delivered and assessed together and synoptically to prepare learners suitably for their final graded assessment.