UHC69M
Patisserie

Unit reference number: R/615/0904
Level: 2
Guided Learning (GL) hours: 60

Overview

The aim of this unit is to develop learners' knowledge and skills in preparing, cooking and finishing patisserie products suitable for an afternoon tea, a buffet or as a patisserie.

Learners will learn how to check the ingredients meet quality standards and prepare patisserie items to meet dish requirements.

Learning outcomes

On completion of this unit, learners will:

LO1 Know the different patisserie products
LO2 Know how to prepare patisserie products
LO3 Know how to cook and finish patisserie products
LO4 Be able to produce patisserie products
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 all types of pastry
  - Short pastry
  - Sweet pastry
  - Puff pastry
  - Choux pastry
- Produced a minimum of 3 types of bakery products
  - Bun dough
  - Scones
  - Savarin
  - Brioche
- Used a minimum of 6 fillings and creams
  - Ganache
  - Meringue
  - Fruit curd
  - Fruit purée
  - Frangipane
  - Buttercream
  - Whipped cream
  - Chantilly cream
  - Pastry cream
  - Chiboust cream
- Used a minimum of 4 finishing methods
  - Glazing
  - Basic sugar work
  - Piping
  - Filling
  - Icing
  - Dusting/dredging

The portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst treatment portfolios 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:

- Production of patisserie products
- Finishing of patisserie products

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 learning period.

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 patisserie products

Learners must know the different types of pastries:
- **Short pastry**
  - Savoury quiches including mini quiches
  - Pie including savoury and sweet pies – chicken and leek pie, lemon meringue pie
- **Sweet pastry**
  - Fruit tartlets – strawberry tartlets
  - Individual Bakewell tart or pear and almond tart
  - Lemon tartlets, egg custard tartlets
  - Individual chocolate tart
- **Puff pastry**
  - Puff pastry cases – vol au vents
  - Cheese straws, sausage rolls, palmiers
  - Individual jalousie
  - Millefeuille
  - Fruit slice (tarte en bande)
  - Apple turnover, Eccles cake
- **Choux pastry**
  - Cream buns
  - Profiteroles
  - Gateau Paris Brest
  - Choux paste fritters – beignets soufflés

Learners must know the different types of bakery products:
- **Bun dough**
  - Chelsea buns
  - Doughnuts
- **Scones**
  - Cheese scones
  - Fruit scones
- **Savarin**
  - With fruits
  - With Chantilly cream
- **Brioche**
  - A tête

Learners must know the ingredients used in Patisserie:
- **Fats**
  - Butter
  - Margarine
  - Oil
  - Lard
• Flours
  - Plain
  - Strong
  - Self-raising
  - Wholemeal
• Sugars
  - White sugar – caster, granulated and icing
  - Brown sugar – demerara, muscovado
  - Invert sugar – glucose
• Dairy products
  - Milk
  - Cream – single, whipping, double, clotted
  - Eggs – hen, duck, pasteurised
  - Cheese – e.g. cheddar, mozzarella
• Seasonal ingredients
  - Fruit – winter fruit, summer fruit
• Other ingredients for example:
  - Gelatine and agar-agar
  - Colourings and flavourings
  - Herbs and spices
  - Nuts and seeds
  - Vanilla – pod, extract
  - Currants, sultanas, raisins
  - Alcohol – rum, brandy
  - Yeast, baking powder
  - Chocolate – couverture, callets and cocoa powder

Learners must know the quality points of the ingredients:
• Use-by date for items should be checked before use, e.g. fresh eggs
• Colour of fruit should be checked and other ingredients should be fresh
• Appearance
  - No mould on dairy items or discolouration
  - Flour should be light in colour with no lumps
  - Butter should be light yellow and well protected from the air
  - Fruit should be of a bright colour with no sign of blemish
• Aroma
  - Fruit should be fresh and fragrant
  - Eggs or cream should smell fresh and pleasant
• Texture/consistency
  - Flour should have a sandy texture with no sign of foreign items
  - Chocolate should have a regular colour and should be firm
  - Spices should be dry with no sign of moisture
  - Nuts should be kept in air tight container and not smell off
Learners must know the types of fillings and creams:

- Fillings for example:
  - Ganache – e.g. chocolate
  - Meringue
    - Italian – the sugar and water is melted and then poured into whisked egg whites and cream of tartar to create a thick, glossy meringue
    - French – the egg whites are whisked with sugar to form peaks. The meringue then needs to be cooked
    - Swiss – this type of meringue requires the egg whites, sugar and cream of tartar to be whisked over hot water until the sugar dissolves, then continued to be whisked away from the heat until stiff, glossy peaks are formed
  - Fruit curd – e.g. lemon
  - Fruit purée – fruit blended to a soft liquid and passed through a sieve to create a smooth sauce, e.g. apple
  - Frangipane – is an almond based pastry cream made with ground almonds, milk, sugar, flour, eggs and butter. Macaroons can be used instead of ground almonds

- Creams/crèmes for example:
  - Buttercream – made from butter, milk and icing sugar that can be flavoured. Varieties of buttercreams include French and Italian
  - Whipped cream – double or whipping cream, can be flavoured
  - Chantilly cream – sweetened whipped cream, can be flavoured with a liqueur
  - Pastry cream – made from egg yolks, sugar and flour
  - Mousseline cream – pastry cream mixed with butter and beaten. Flavours can be added
  - Chiboust cream – crème patisserie lightened with whisked egg whites or whipped cream. Can be flavoured

Learners must know how to store the ingredients:

- Room temperature – dry store. Correct temperature in line with current regulations, covered/labelled/dated, recording important labelling information in line with current regulations e.g. allergen information
- Refrigerated 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 in fridge, comply with current food safety legislation
LO2 Know how to prepare patisserie products

Learners must know the tools and equipment used to prepare patisserie products:
- Appropriate for task
  - Mixing bowls
  - Measuring jugs
  - Scales
  - Sieves
  - Spoons
  - Whisks
  - Spatulas
  - Palette knives
  - Rolling pins
  - Cutters
  - Scraper
  - Brush
  - Mixer

Learners must know the skills and techniques when preparing patisserie products:
- Weighing – all items must be weighed correctly as required in the recipe as inaccuracies will affect the quality of the final dish

![Image of weighing scale]

- Measuring – all liquids must be measured correctly and as the recipe requires or the flavour and textures of the final dish will be affected

![Image of measuring jug]

- Rolling – using a rolling pin, pastry is rolled out to the required size and thickness. It should be evenly rolled so it is the same thickness. Pastry needs to be handled with care so that it is not overworked as this affects the quality of the pastry
• Mixing – used to combine and evenly distribute ingredients through a mixture. This forms an aeration.

• 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.

• 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.

• 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.

• 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 technique 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.
• Rubbing in – the process of making butter and sugar into a crumb like consistency. This method prevents the gluten strands from becoming activated, which would result in a tough paste with a hard crust.

• Greasing moulds/tins – brush the mould with melted butter and can be used with silicone paper so items can be easily removed from the mould, e.g. French cheese and ham savoury flan.

• Blind baking – line the flan by covering the inside with a cartouche of baking parchment or plastic film and fill with baking beans and bake the pastry case. Allow to rest if necessary in a refrigerator and bake at the specified oven temperature.

• Fermenting or levain – a mixture of ingredients, usually flour, water and yeast, which is put into a plastic container with a lid and left at room temperature for a minimum 6 hours. This is then added to bread dough to increase the flavour and lighten the finished bread texture.

• Bulk fermentation time (BFT) – This term is used to explain the amount of time required for the first prove of the dough to create the fermentation of the dough.

• Resting the dough – the dough is left to sit covered to allow the gluten to relax which makes the dough easier to shape.
• Kneading or working the dough – once the ingredients have been mixed to make the dough it is kneaded or worked to stretch and develop the gluten structure. When kneading by hand the dough is pushed and pulled so as to stretch the dough

• Knocking back – once the dough has been proved for the first time it is then kneaded to knock the air bubbles out the mixture to create an even texture in the final product

• Shaping – to create the final shape of the dough product

• Proving – final proving is done after the dough has been shaped. It is left to increase in size and the proving improves the texture of the finished baked product

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

Learners must know the importance of waste management when preparing patisserie products:
• Portion control
  - Dish specification, portioning into individual portions, consistency of portions
• Minimise waste
• Using correct tools and equipment
  - Ensure the equipment is in full working order so maximum yield is achieved, make sure the scales are correctly calibrated so weights and measures are accurate
• The importance of using the correct tools and equipment
  - The use of the correct knives that are sharp will ensure that the tasks are conducted with precision with minimum waste/damage to the product
LO3 Know how to cook and finish patisserie products

Learners must know the tools and equipment used to cook and finish patisserie products:
- Ovens
- Prover
- Deep fryer
- Baking trays
- Tins
- Cooling racks
- Weighing scales
- Brushes
- Knives including palette knife

Learners must know cooking methods for patisserie products:
- Baking
  - Baking is the cooking of food by dry heat in an oven in which the action of the dry convection heat is modified by steam. Baking includes dry baking, increased humidity baking and bain-marie baking
- Deep frying
  - Deep frying is the cooking of food in pre-heated deep oil or clarified fat, e.g. donuts, beignets

Learners must know how to make products healthier:
- Reducing amount of fat by using substitute products or low fat versions
- Using healthier ingredients – wholemeal flour instead of plain
- Choosing alternative cooking methods – baking instead of deep frying
- Portion control/smaller portions

Learners must know the potential problems that may arise when cooking patisserie products:
- Overcooked, reduce cooking time
- Undercooked, increase cooking time
- Shrinkage, rest pastry before cooking and ensure weighing is accurate
- Poor shape or close texture for dough products, under proved
- Flat shape or loose dough products, over proved
- Oven temperature including recovery time

Learners must know how to finish patisserie products:
- Finishing methods
  - Glazing – adding shine or coating to protect the produce, add flavour e.g. Stock syrup (boiled sugar and water) flavoured with kirsch for a Black Forest gateau or a chocolate glaze made from sugar, milk, cream, water and glucose used to cover a chocolate orange cake
  - Basic sugar work – using caramel made from boiling sugar or from cold water, caster sugar and glucose syrup and then used to create decorations for products, e.g. sugar spun cage that can be placed over fruit tarts or hazelnuts dipped in caramel and used to decorate chocolate and hazelnut millefeuille
  - Piping – using a piping bag and different sized and shaped nozzles, decorate or fill products, e.g. piped whipped cream into savarins
- Filling – a filling is used to add flavour and/or texture to finished products, e.g. filling profiteroles with plain or flavoured whipped cream, plain or flavoured crème Chantilly, plain or flavoured crème pâtissière or chocolate ganache
- Icing – icing sugar mixed with a small amount of water and pour over a product, e.g. used to finished a Bakewell tart
- Dipping – products are partially or fully submerged into icing, a glaze or chocolate to finish the products e.g. the top of an Éclair is dipped into chocolate
- Dusting/dredging – when the final product is finished with a fine coating of additional food items to give colour/flavour to texture, e.g. toasted almonds and icing sugar used to finish a gateau paris-brest

- Correct colour, texture and flavour
  - Golden colour, rich flavour, good crumb, springy texture, crisp texture
- Dish specifications
- Even size and shape between items

**Learners must know about storing pâtisserie products:**
- Baked products do not keep well and should only be stored for a short time
- Keeping products in the refrigerator for any length of time leads to the breakdown of starch, loss of flavour and texture
- Storage needs to be in an airtight container or wrapped on plastic film, labelled with the date and any relevant information, e.g. allergens
- Stored in line with current regulations
- Freezing products is a good way to store pâtisserie products that have been completely cooled to below 5°C. Items need to be covered/labelled/dated.
  - A blast chiller can be used to freeze food items for 30 minutes before putting on the freezer to minimise the likelihood of freezer burn (when the cold air damages exposed food)
LO4 Be able to produce patisserie products

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 (where appropriate)
  - 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 on 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 food
  - Ensure the food additive does not 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 product requirements
- Work with accuracy – reduced waste, maximum yield
- Work with consistency
- Use appropriate skills and techniques
Prepare patisserie items in line with product requirements:
- Use skills and techniques when preparing patisserie products
  - Weighing
  - Measuring
  - Rolling
  - Mixing
  - Creaming
  - Beating
  - Whisking
  - Folding in
  - Rubbing in
  - Greasing moulds/tins
  - Blind baking
  - Fermenting
  - Resting
  - Kneading
  - Knocking back
  - Shaping
  - Proving
  - Portioning

Cook patisserie items in line with product requirements:
- Baking
- Deep frying

Finish patisserie items to meet product requirements:
- Finishing methods
  - Glazing
  - Basic sugar work
  - Piping
  - Filling
  - Icing
  - Dusting/dredging
- Correct colour, texture and flavour
  - Golden colour, rich flavour, good crumb for pastry, springy texture, crisp texture, size
  - Dish specifications
- Check temperature – before serving to ensure the right temperature is applied
- Presentation of products – check filling and decoration to ensure perfect
- Manage portion size – to ensure that there is enough of all ingredients for the number of portions for service
- Present in style suitable for service – plated, silver, buffet, tiered stand
- Check final presentation before serving
- Refrigerated/frozen at correct temperature, covered, labelled, dated
Identify strengths and areas for improvement to the products:

- Review the finished product
  - Taste, texture, appearance, portion size, colour, flavour combinations, use of filling or decoration, plating techniques
  - Appropriate use of skills and cooking methods
Assessment criteria

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.

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<th>Learning outcome</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td><strong>The learner must:</strong></td>
<td><strong>The learner can:</strong></td>
<td><strong>To achieve a merit grade, in addition to achievement of the pass criteria, the learner can:</strong></td>
<td><strong>To achieve a distinction grade, in addition to achievement of the pass and merit criteria, the learner can:</strong></td>
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<tr>
<td>LO4 Be able to produce patisserie products</td>
<td>P1 Comply with uniform and personal appearance standards</td>
<td>M1 Use the workspace effectively</td>
<td>D1 Create a finished dish that reflects attention to detail and creativity</td>
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<td>P2 Comply with food safety and food hygiene standards</td>
<td>M2 Use skills with confidence and accuracy whilst minimising waste</td>
<td>D2 Explain recommendations for improvements that could be made to the products</td>
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<td>P3 Apply hazard analysis and critical control points (HACCP)</td>
<td>M3 Use effective team working skills to meet the needs of the service session</td>
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<td>P4 Produce and follow mise en place work plan</td>
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<td>P5 Prepare patisserie items in line with product requirements</td>
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<td>P6 Cook patisserie items in line with product requirements</td>
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<td>P7 Finish patisserie items to meet product requirements</td>
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<td>P8 Identify strengths and areas for improvement to the product</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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<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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<th>P2 Comply with food safety and food hygiene standards</th>
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<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 routines to avoid potentially severe health hazards.</td>
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<tr>
<th>P3 Apply hazard analysis and critical control points (HACCP)</th>
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<td>Learners must follow the HACCP procedures throughout the practical assessment.</td>
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<th>P4 Produce and follow mise en place work plan</th>
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<td>Learners must be able to follow their work plan which needs to include the resources needed, the required ingredients to cook and finish the dish and tasks with time allocations. The work plan must be realistic and the learner needs to follow the plan during mise en place. At a pass level the plan may need to be adjusted during the mise en place or the plan may in general lack detail.</td>
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<tr>
<th>P5 Prepare patisserie items in line with product requirements</th>
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<tr>
<td>Learners must show they are able to prepare products for patisserie, using appropriate skills. Learners will check the ingredients for quality points and the suitability for the product requirements. All ingredients are carefully weighed and measured so to meet recipe requirements. Learners should work independently when preparing products and demonstrate that they have considered the product requirements. Learners will select the correct tools and equipment to prepare the patisserie product and use the equipment and tools appropriately, e.g. when cutting scones the correct size cutter is used or when making buttercream a mixer is used.</td>
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**P6 Cook patisserie items in line with product requirements**

Learners must select the appropriate cooking method for the products. For example, when cooking lemon tartlets, the pastry will be cooked blind first, the filling will then be added and cooked at a lower temperature.

The learner must show they know how to use the cooking method effectively to meet the products requirements. The cooking method will be implemented accurately. For example, when baking choux paste for éclairs, the learners will not overcook the pastry to a dark colour and will ensure the éclairs are sufficiently dry.

Learners will select the correct tools and equipment to cook the products and use the equipment and tools appropriately. For example, a suitably sized tray is selected to allow for the scones to rise and brown on all sides.

**P7 Finish patisserie items to meet product requirements**

Learners must use the appropriate finishing techniques for the chosen products. The products must be correctly presented with an appropriate sauce/filling.

The products should be presented in a style suitable for the service situation, plating should be precise and every item must be the same in terms of presentation, portioning and overall look.

For example, fruit savarins should be soaked in syrup correctly and have the same amount of filling and the same amount of fruit and the same style decoration.

**P8 Identify strengths and areas for improvement to the products**

Learners must be able to identify the main strengths of the dish and areas that may need some improvement.

For example, if the learner has prepared, cooked and finished fruit savarins. An identified strength of the dish may be that the fruit savarins were cooked well and all look the same across the batch. The fruit filling was well prepared and the same amount was used in each savarin. The fruit savarin was decorated with piped cream on the top and placed in the middle of a small plate.

An identified area for improvement may be that the fruit savarins could have been soaked more evenly and soaked for a little longer. Another improvement could be that the syrup could have had a little Grand Marnier added to give more flavour and the cream could be slightly more generous on each savarin.

**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 must show that their skills reach a consistently high standard. Learners must demonstrate skills with efficiency, by working systematically and methodically when preparing patisserie products, whilst minimising waste. Learners must work at a pace that is representative of a real working environment, completing the tasks within the expected timescales set. Learners must carry out tasks with precision, for example, scones should all be the same size and the waste should be minimised as much as possible.

The patisserie product yield should be as expected; if the recipe expects 10 portions to be produced, 10 portions should be produced.

Learners must show that they know what they are doing and confidently carry out the task and demonstrate skills showing accuracy and deftness.

**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 to ensure all the dishes, for the same order, arrive at the pass at the same time.

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, appealing and shows exceptional attention to detail. The food items, any filling or accompaniment are prepared for presentation, in the correct proportion and add to the appearance of the product.

For example, the éclairs are all the same size, they have all been filled with the same amount of filling in the middle of the éclairs, and the chocolate on the top of the éclairs is glossy and has been applied evenly across the batch of eclairs. The plating is immaculate with the éclairs placed on the plate and all look perfect.

The plating will follow a trend in the industry and preserve the balance of the product.
D2 Explain recommendations for improvements that could be made to the product

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

For example, the learner 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, when plating up the éclairs they could have decorated the éclair better and added some garnish to the plate to add to the look of the plate. They may suggest that the use of melted, white chocolate drizzled over the éclairs would add to the final presentation. They may also suggest the addition of a single raspberry to one end of each éclair may further enhance presentation.

Alternatively, the learner may focus on the flavour combinations or flavour balance, e.g. they may suggest the use of a flavoured custard, such as chocolate or a flavoured cream such as raspberry to fill the éclairs to offer different flavour combinations.
Resources
The special resources required for this unit are access to a real or realistic working environment.

Recommended text books:

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 the use of products, tools and equipment when preparing, cooking and finishing patisserie products
- Work experience within a professional kitchen so they can practise 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 UHC69M Patisserie.

UHC52M Planning and preparing for service
Planning is the key to success. Learners will be required to create and follow a mise en place 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 UHC69M Patisserie.

Graded synoptic assessment
At the end of the qualification of which this unit forms part, 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.