

## **SQA Advanced Unit specification**

### **General information for centres**

**Unit title:** Specialised Patisserie (SCQF level 7)

**Unit code:** HT2M 47

**Superclass:** NE

**Publication date:** August 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Unit purpose**

This Unit is designed to provide learners with the basic skills and knowledge necessary to produce specialised patisserie items using chocolate, boiled sugar, marzipan, and pastillage. It is intended for learners interested in pursuing a career in professional cookery or those who wish to specialise as a pastry chef.

### **Outcomes**

On successful completion of the Unit the learner will be able to:

- 1 Produce chocolate petits fours and a simple chocolate centrepiece.
- 2 Produce simple marzipan figures and marzipan petits fours.
- 3 Produce a variety of simple boiled sugar items and petits fours using cast, blown and pulled sugar.
- 4 Produce a small, simple centrepiece using pastillage and flower paste.

### **Credit points and level**

2 SQA Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

### Recommended entry to the Unit

Access is at the discretion of the centre, but since this Unit provides an introduction to the skills required to produce specialised patisserie items, prior knowledge is not essential. However, learners should be familiar with the basic professional kitchen environment and the use of equipment and ingredients, either through previous study at SCQF level 5 or 6, or through industrial experience.

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **Unit specification: Statement of standards**

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Produce chocolate petits fours and a simple chocolate centrepiece.

#### **Knowledge and/or Skills**

- ◆ Understand the scientific principles involved in tempering and the various factors that affect the quality of chocolate
- ◆ Tempering white, milk and dark couvertures
- ◆ Moulding and decorating chocolate items
- ◆ Producing ribbons using acetate sheets
- ◆ Piping simple chocolate run outs
- ◆ Producing chocolate cigarettes
- ◆ Preparing and producing chocolate petits fours
- ◆ Working in an organised, safe and hygienic manner

### **Outcome 2**

Produce simple marzipan figures and marzipan petits fours.

#### **Knowledge and/or Skills**

- ◆ Colouring and conditioning of marzipan
- ◆ Fabricating, spraying and decorating marzipan fruit and vegetable petits fours
- ◆ Fabricating marzipan figures
- ◆ Producing simple dipped marzipan petits fours
- ◆ Understanding the techniques used in fabricating marzipan items
- ◆ Working in an organised, safe and hygienic manner

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### **Outcome 3**

Produce a variety of simple boiled sugar items and petits fours using cast, blown and pulled sugar.

#### **Knowledge and/or Skills**

- ◆ Understand the basic principles of boiling sugar (or Isomalt)
- ◆ Boiling sugar (or Isomalt) for pulling, casting and blowing
- ◆ Pulling simple sugar flowers
- ◆ Casting simple sugar shapes
- ◆ Blowing simple sugar figures
- ◆ Using current techniques to produce boiled sugar items suitable for use as petits fours
- ◆ Working in an organised, safe and hygienic manner

### **Outcome 4**

Produce a small, simple centrepiece using pastillage and flower paste.

#### **Knowledge and/or Skills**

- ◆ Basic preparation and colouring of pastillage
- ◆ Fabrication and decoration of simple pastillage pieces
- ◆ Application of simple piping techniques
- ◆ Fabrication of basic flowers and leaves using prepared flower paste
- ◆ Understand the techniques used in fabricating pastillage pieces
- ◆ Working in an organised, safe and hygienic manner

#### **Evidence Requirements for this Unit**

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all Outcomes by showing that they can:

##### **For Outcome 1**

- ◆ Explain the principles of tempering chocolate, including temperature control and the factors that affect the quality of chocolate.
- ◆ Correctly temper couvertures.
- ◆ Fabricate and present a simple, correctly tempered, decorative chocolate centrepiece utilising three different varieties of chocolate couvertures.
- ◆ Produce a simple chocolate flower from tempered or modelling chocolate.
- ◆ Produce single colour chocolate cigarettes.
- ◆ Produce two varieties (six pieces of each) of either dipped or moulded chocolate petits fours to accompany the chocolate centre piece.
- ◆ Work in an organised, safe and hygienic manner.

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### For Outcome 2

- ◆ Describe the techniques needed to model and mould marzipan.
- ◆ Mould marzipan into various shapes using the correct techniques.
- ◆ Colour and condition marzipan prior to and after modelling.
- ◆ Fabricate basic figures from marzipan.
- ◆ Fabricate a selection of marzipan petits fours – this should include:
  - Six fruits and two vegetables (two of each item)
  - Two marzipan items dipped in chocolate and/or sugar (six of each item)
- ◆ Create a presentation using the petits fours and a small arrangement of simple marzipan figures/models.
- ◆ Work in an organised, safe and hygienic manner.

### For Outcome 3

- ◆ Explain the principles of boiling sugar (or Isomalt).
- ◆ Correctly boil batches of sugar (or Isomalt) for pulling, casting and blowing.
- ◆ Fabricate simple pulled sugar flowers.
- ◆ Fabricate simple blown sugar items.
- ◆ Cast and produce a simple cast sugar support.
- ◆ Produce two varieties (six pieces of each) of boiled sugar items suitable for use as petits fours.
- ◆ Use the items produced to create a centrepiece and present this with the boiled sugar petits fours.
- ◆ Work in an organised, safe and hygienic manner.

### For Outcome 4

- ◆ Describe the techniques needed to fabricate pastillage pieces.
- ◆ Produce, colour and correctly store a batch of pastillage.
- ◆ Produce basic flowers and leaves from flower paste.
- ◆ Produce basic templates for the fabrication of a small casket from pastillage for use as a simple centrepiece for petits fours, this should incorporate:
  - Simple piping and basic paste flowers (eg carnations and roses) and leaves
  - A small cut-out piped with trellis work
- ◆ Work in an organised, safe and hygienic manner.

Tutors/lecturers should use an observational checklist and/or a learner worksheet/log-book/portfolio to record performance evidence.

Short answer questions should be used to assess learners' knowledge and understanding of the processes, skills and techniques required to produce the specialised patisserie items from all 4 Outcomes. This assessment should be carried out under closed-book conditions.

### Unit Support Notes

**Unit title:** Specialised Patisserie (SCQF level 7)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this Unit

This Unit is intended to develop the techniques and skills needed to produce a wide selection of specialist patisserie items to a professional standard.

This Unit can be delivered as part of the SQA Advanced Certificate/Diploma in Professional Cookery. Alternatively, it can be delivered as a stand-alone Unit. It has been designed specifically to provide learners with the foundation to progress to the Unit Specialised Patisserie: Advanced at SCQF level 8.

### Guidance on approaches to delivery of this Unit

It is envisaged that each of the four Outcomes are taught as discrete elements.

The time allowed for each Outcome is at the discretion of the centre, but the following is a broad guide of how the time allowed should be distributed across the Outcomes:

- ◆ Outcome 1 — 25%
- ◆ Outcome 2 — 35%
- ◆ Outcome 3 — 25%
- ◆ Outcome 4 — 15%

Throughout the Unit the emphasis should be on developing a high standard in applying the fundamental preparation and basic handling skills required to produce specialised patisserie items. The more complex and time-consuming manipulative skills are dealt with in greater depth in the SCQF level 8 Unit *Specialised Patisserie: Advanced*.

#### Outcome 1

Centrepieces can be of any suitable shape and size. They should incorporate simple decorative elements and chocolate flowers. It is essential that learners temper the chocolate/couvertures themselves. Ideally, learners should have the opportunity to successfully temper and mould chocolate on more than one occasion. The final centrepiece should utilise three different varieties of couvertures. Techniques such as marbling, feathering or painting could be used to combine varieties of chocolate.

Petits fours could consist of dipped marzipan, ganache, or moulds filled with fondant, or other suitable centres.

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### **Outcome 2**

Prepared white marzipan should be supplied to learners for colouring and conditioning.

Learners should be made aware of the importance of clean hands when producing items that will not be processed further before consumption.

Marzipan fruits and vegetables should be coloured realistically using an artist's brush and/or airbrush. A display of two different simple marzipan models/figures should accompany the petits fours selection. Dipped marzipan petits fours could consist of stuffed chocolate cherries or stuffed cherries glacé, or similar. If any of these are used as elements of Outcome 1 or Outcome 3, then learners are not required to repeat the exercise for Outcome 4.

### **Outcome 3**

The centrepiece produced by learners should be no more than 50 cm high, by 50 cm wide. It is essential that learners prepare the boiled sugar (or Isomalt) for each item themselves.

A small coloured cast base, clear, opaque, or marbled would be sufficient, with the emphasis on a clean, wrinkle-free surface, and the absence of fingerprints or other blemishes.

Learners should be instructed to include a blown item based on simple spheres which do not require a great deal of manipulation; such as a snowman, clown, or similar. Again, emphasis should be on quality aspects such as, producing a clean, blemish-free and even product.

The centrepiece should be finished with a few simple pulled sugar flowers. Boiled sugar petits fours could include fudge, tablet, toffee, fruits glacé or marzipan glacé — these should be presented along with the centrepiece.

### **Outcome 4**

Learners should produce card templates to fabricate a simple container from pastillage. It is essential that candidates produce and store their own pastillage. Suitable shapes for a container would be a square box, heart shape, hexagon or any similar form. One or more cut-outs piped with a fine trellis should be produced.

Great emphasis should be placed on accuracy of templates and cutting, neat piping and construction and blemish free surfaces. Flowers and leaves should be simple, neat and fine. Wiring of flowers is not required.

### Guidance on approaches to assessment of this Unit

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met.

A single short answer question paper could be used to assess learners' knowledge and understanding of the processes, skills and techniques required to produce the specialised patisserie items from all 4 Outcomes. This assessment should be carried out as a closed-book exercise and include the following:

Two questions relating to Outcome 1, covering:

- ◆ Tempering (eg description of two different methods of tempering chocolate).
- ◆ Storage of chocolate (eg effect of moisture or heat, sugar bloom or fat bloom).

Two questions relating to Outcome 2, covering:

- ◆ The importance of personal hygiene when handling marzipan (eg the item handled will not be further heat processed before consumption).
- ◆ The procedures used to colour and condition marzipan prior to modelling (eg marzipan required to be coloured in advance of fabrication times and each element to be worked into a smooth and blemish free ball before modelling).

Four questions relating to Outcome 3, covering:

- ◆ Description of boiling sugar for pulled and cast with emphasis on the precautions that should be taken when boiling sugar (eg skimming, wiping the pan, etc).
- ◆ The differences in preparation and storage between boiled sugar and Isomalt.
- ◆ Storage conditions required for boiled sugar items.
- ◆ The importance of the correct temperature when boiling sugar (eg too low — soft sugar, too high — sugar too hot to work with).

Two questions relating to Outcome 4, covering:

- ◆ The reasons for turning pastillage sections during drying (eg to ensure even drying and avoid curling).
- ◆ The importance of accuracy when cutting pastillage (eg cumulative effect of small discrepancies in cutting leading to problems fitting parts together).

An observation checklist should be used by tutors/lecturers to record learners' performance during preparation and on final presentation of their work for each Outcome.

For Outcome 1, checklist headings should include:

- ◆ Chocolate correctly tempered
- ◆ Three types of chocolate used
- ◆ Shine
- ◆ Lack of bloom
- ◆ Two varieties of petits fours produced
- ◆ Correct size
- ◆ Correct number
- ◆ Finish
- ◆ Flavour



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- ◆ Overall presentation and piping
- ◆ Working in an organised, safe and hygienic manner

For Outcome 2, checklist headings should include:

- ◆ Colouring
- ◆ Conditioning
- ◆ Fruits and vegetables
- ◆ Dipped items
- ◆ Simple figures/models
- ◆ Overall presentation
- ◆ Working in an organised, safe and hygienic manner

For Outcome 3, checklist heading should include:

- ◆ Sugar quality
- ◆ Two varieties of petits fours produced
- ◆ Pulled sugar flowers produced
- ◆ Blown sugar items produced
- ◆ Cast support produced
- ◆ Centrepiece containing all elements produced
- ◆ Correct size
- ◆ Correct number
- ◆ Finish
- ◆ Flavour
- ◆ Overall presentation
- ◆ Working in an organised, safe and hygienic manner

For Outcome 4, checklist headings should include:

- ◆ Pastillage coloured and stored correctly
- ◆ Templates produced
- ◆ Pastillage cut accurately
- ◆ Flowers and leaves produced
- ◆ Construction of centre piece
- ◆ Piping
- ◆ Overall presentation
- ◆ Working in an organised, safe and hygienic manner

If marzipan is used for one of the chocolate petits fours in Outcome 1 or for one of the boiled sugar petits fours (eg marzipan glacé) in Outcome 3 then this will be sufficient evidence to meet the requirement in Outcome 2 for the production of dipped marzipan petits fours.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

The delivery of this Unit and subsequent assessment will provide learners with the opportunity to develop the Core Skills of *Communication, Numeracy, Information and Communication Technology (ICT) and Problem Solving*.

#### **Communication: Written Communication (Reading) at SCQF level 5**

This Core Skills component will be developed in the work for all Outcomes. Written communication (reading) at SCQF level 5 involves identifying significant information and supporting details in a written communication of non-fiction. This would fit with the requirements for all Outcomes where learners will read, understand and evaluate a variety of written information, to investigate the processes and techniques involved when working with chocolate, marzipan, sugar and pastillage and use this information to demonstrate their knowledge and understanding. In addition, when learners follow detailed written instructions in recipes and worksheets to produce their specialised patisserie items they will be further developing this Cores Skills component.

#### **Communication: Written Communication (Writing) at SCQF level 4**

This Core Skills component could be developed in the work for all Outcomes. Written communication (writing) at SCQF level 4 involves producing straightforward but detailed written communication. This would fit with the requirements for all Outcomes where learners could produce written answers to questions on the processes and techniques involved when working with chocolate, marzipan, sugar and pastillage.

#### **Numeracy: Using Number at SCQF level 5**

This Core Skills component could be developed in the work for all Outcomes. Using Number at SCQF level 5 involves applying a range of numerical skills in various everyday situations. This would fit with the requirements for Outcomes 2, 3 and 4 where learners will carry out a variety of calculations when weighting and measuring ingredients, estimating timings, measuring temperatures, etc.

#### **Information and Communication Technology: Accessing Information at SCQF level 4**

This Core Skills component could be developed in the work for all Outcomes. Accessing information at SCQF level 4 involves using ICT effectively to access information within a range of straightforward tasks. This fits with the requirements for all Outcomes where learners could use on-line sources to investigate the processes and techniques involved when working with chocolate, marzipan, sugar and pastillage and to research trends/styles in the presentation of specialised patisserie items.

#### **Problem Solving: Critical Thinking at SCQF level 5**

This Core Skills component will be developed in the work for all Outcomes. Critical Thinking at SCQF level 5 involves analysing a situation or issue, identifying the factors involved in the situation or issue, assessing the relevance of these factors to the situation or issue and developing an approach to deal with the situations or issues. This would fit with the requirements for all Outcomes where learners will have to create the appropriate conditions needed when working with chocolate, marzipan, sugar and pastillage; identify and use the appropriate equipment and identify and correct faults that occur with the ingredients and/or finished products.

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### ***Problem Solving: Planning and Organising at SCQF level 5***

This Core Skills component will be developed in the work for all Outcomes.

Planning and Organising at SCQF level 5 involves planning, organising and completing a task. This would fit with the requirements for all Outcomes where learners will plan for the production of the required specialised patisserie items by checking the recipe details, preparing their work area, selecting the appropriate tools and equipment, selecting the appropriate ingredients, methodically preparing the ingredients in the correct order and ensuring that hygiene, health and safety requirements are adhered to.

### ***Problem Solving: Reviewing and Evaluating at SCQF level 5***

This Core Skills component will be developed in the work for all Outcomes. Reviewing and Evaluating at SCQF level 5 involves evaluating the effectiveness of all stages of the problem solving strategy and assessing or explaining the relevance of the evidence, drawing conclusions and justifying them with reference to the evidence. This fits with the requirements for all Outcomes where learners will evaluate their finished products and identify and correct any faults that may have occurred.

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### History of changes to Unit

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### General information for learners

#### Unit title: Specialised Patisserie (SCQF level 7)

This Unit is designed to provide you with the foundation skills and knowledge required to produce specialised patisserie items using pulled sugar, marzipan, chocolate and pastillage. It has been designed specifically to provide you with the foundation to progress to the Unit *Specialised Patisserie: Advanced* at SCQF level 8.

This Unit is suitable for those interested in pursuing a career in professional cookery or those who wish to specialise as a pastry chef.

The Unit has four Outcomes.

Outcome 1 deals with the skills required to temper chocolate and produce chocolate centre pieces. It also covers the production of chocolate petits fours.

Outcome 2 is concerned with the production of petits fours and simple figures/models using marzipan. You will be required to produce a selection of items including marzipan fruits and vegetables.

Outcome 3 is concerned with the production of various items using boiled sugar. You will be required to fabricate a small decorative centrepiece utilising cast sugar, pulled sugar and blown sugar. In addition you will be required to produce a selection of boiled sugar petits fours.

Outcome 4 deals with the fabrication of items using pastillage and flower paste. You will be required to produce a small piped pastillage casket decorated with flowers and leaves.

Your tutor will use an observational checklist to assess the practical elements of each Outcome. You will also be assessed on your underpinning knowledge of the skills and techniques required to produce the specialised patisserie items for each Outcome.