



National Course Assessment

Professional Patisserie Higher C02L 12

Practical Assignment

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1. Practical Assignment overview

This national project specification provides details of the assessment tasks and the evidence which candidates are expected to produce. It contains a degree of choice in terms of the way the Practical Assignment is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

The Practical Assignment is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding to a situation that involves task management.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- interpreting the brief
- gathering information to clarify the brief
- deciding on a product, or activity/event, or performance to develop
- selecting and managing materials/resources
- producing the product, or organising the activity/event or delivering the performance
- evaluating the product or activity/event or performance (through feedback)

Evidence requirements are as follows:

- a plan of action
- evidence of a product or an organised activity/event or a performance
- evidence which documents the processes underpinning the practical hands-on activity
- evidence showing an extended evaluation of the Practical Assignment

Copies of Units are available from the Scottish Qualifications Authority Sales Section, telephone 0141-242 2168; fax 0141-242 2244; e-mail sales@sqa.org.uk

The Scottish Qualifications Authority Helpdesk is available on 0141-242 2214.

Note:

Please note that individual project specifications should be read in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document provides an overview of the project-based National Courses for the given SGA. The guidance document, *Project-based National Courses: procedural guide for centres*, which gives full details of operational procedures, must also be used.

This specification forms part of Section F of the *Arrangements* document. It can be used until such a time that SQA advises centres that a new or revised version is available and should be used in its place.

2. Recommended entry

We strongly advise that candidates should have completed the Units in the National Course prior to embarking on the Practical Assignment. However, there may well be candidates who, for whatever reason, choose to undertake the Practical Assignment on a stand-alone basis. Any such candidates who have not completed or embarked upon the Units of the National Course *prior* to undertaking the Practical Assignment should have demonstrated attainment in (and/or attained) the following qualifications:

- National Course in Professional Cookery at Intermediate 2

Or

- SGA in Hospitality at Intermediate 2, to include the National Course in General Operations with either the National Course in Practical Cookery or Professional Cookery (all at Intermediate 2)

Candidates should have extensive practical skills and/or should have appropriate and relevant industrial experience.

Candidates who achieve the National Course assessment will not be certificated for the Course until they have successfully completed the component Units.

3. Practical Assignment briefs

The assignment briefs from which candidates may choose are:

Brief 1

Plan, organise and produce six patisserie items suitable for afternoon teas for a visiting group of VIPs.

Brief 2

Plan, organise and produce six patisserie items suitable for a sweet trolley.

Brief 3

Plan, organise and produce three afternoon tea patisserie items and three sweets suitable for a four star hotel.

For all briefs:

The candidate should:

1. Prepare for tasks that require a minimum of 16 component parts and at least 24 processes in their production.
2. Prepare a plan of work for the tasks chosen.
3. Carry out the tasks to achieve the desired outcome.
4. Use safe working practices.
5. Produce a selection of sauces, glazes and suitable decorating techniques for specific sweets.
6. Know the reason why faults occur and describe possible remedies.
7. Use a range of decorative mediums.
8. Produce a range of sweet preparations suitable for afternoon tea and sweet trolleys

The Practical Assignment is designed to emphasise the skills and techniques required for basic patisserie production. It is designed to expand on the candidate's knowledge of the following:

- the task management required for planning
- costing to a gross profit of 60%
- producing a range of products for a given situation
- the selection and management of materials and resources
- the organisation required in the production of the activity

4. Outcome coverage

Course Structure			
Unit title	Credit value	Unit number	
Organisation of Practical Skills 4	1.0	D0T9 12 (5130206)	
Patisserie 1	2.0	D0NA 12 (97611)	

All Practical Assignments for project-based National Courses cover a minimum of two thirds of the Outcomes from the component Units. For this project all the outcomes are covered and these are:

Unit: Organisation of Practical Skills 4

1. prepare for tasks that requires a minimum of 16 component parts and at least 24 processes in their production
2. prepare a plan of work for the tasks chosen
3. carry out the tasks to achieve the desired outcome
4. use safe working practices

Unit: Patisserie 1

1. produce a range of sweet preparations suitable for afternoon teas and sweet trolleys
2. produce a selection of sauces and glazes suitable for accompanying and finishing specific sweets
3. know the reasons why faults occur in a given range of sweet preparation and describe possible remedies
4. use a given range of decorative mediums

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking this National Course assessment.

5. Subject/occupationally-related knowledge and skills

The Practical Assignment allows candidates to develop and apply skills in:

- basic patisserie production and handling techniques
- piping, decorating and finishing techniques
- the preparation, to a commercially acceptable standard, of :
 - puff, choux, sweet and short pastry
 - eg vol-au-vents, palmiers, cream horns and turnovers
 - fermented doughs/goods to a commercially acceptable standard
 - eg rum babas, savarin, batters, brioche
 - milk, cream and egg-based sweets
 - eg crème caramels, bavarois, milk pudding, creoles, condés, mousses, fools
 - aerated products from sponge goods, meringues and batters
 - eg sponge drops, fingers, swiss roll, genoese, pudding soufflé, basic meringues, shells, vacherins, japonaise, crêpes, fritters
 - sauces
 - eg sauce anglaise, custard, jam sauce, citrus sauce, syrup, chocolate sauce and fruit purée sauce
 - glazes
 - eg starch, thickened glaze, jam glaze, sugar glaze
 - decorative mediums
 - eg candied fruits, creams, fondant, icings, chocolate preps, various nuts and seeds
- use of specialist equipment and utensils
- use of safe and hygienic working practices
- planning work, requisitioning of equipment and materials
- costing of ingredients
- integrating practical skills to complete tasks involving co-ordination
- completing tasks to a given time

Candidates will also further develop and apply knowledge of:

- handling and production of patisserie goods
- understanding of simple common faults and remedies in relation to products produced
- understanding of the importance of colour, texture, flavour and consistency with respect to commercially acceptable standards
- interpreting recipe quantities and production methods
- processing components to give specifications
- completing tasks within the planned costs

6. Candidate evidence requirements and allocation of marks

General information

The three stages of the Practical Assignment for all project-based National Courses at Higher are:

- planning
- developing
- evaluating

Here we describe evidence requirements which apply to each of the three stages of the Practical Assignment for all project-based National Courses at Higher. Where there are any specific evidence requirements relating to this Course, these are given later in this section.

Planning

Candidates must produce a 500 word (or equivalent) plan of action. The plan should include an introduction and a main body. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

For the introduction of the plan, candidates should:

- provide a rationale for selecting a particular brief
- interpret the brief
- gather information to clarify the brief
- define the aims and objectives of the Practical Assignment

For the main body of the plan candidates should:

- identify information sources
- identify materials and resources
- establish timescales for completion of stages of the Practical Assignment

The plan of action should be produced in a supervised environment although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action but each plan must be tailored to the candidate's own project and the action points should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that, as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until the candidate has devised a plan that is potentially workable. The level of support that candidates need to devise a viable plan of action will of course vary from candidate to candidate. Centres should indicate the level of support given to each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases, however, if the level of support and intervention needed is more than that which would normally be seen as reasonable, the authenticity of the candidate's work may be called into question. If the level of input needed from the teacher/lecturer is above normal (for example, the quality of the plan is such that it would

mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

Developing

Candidates must provide evidence that:

- testifies to the quality of the hands-on practical activity
- documents the processes underpinning the activity

Specific evidence requirements for this Course are given later in this section.

All of the evidence should be produced in a supervised environment. Candidates may communicate with each other but should produce work which can be clearly attributed to the candidate as being his or her own.

Evaluating

Candidates must produce an extended evaluation report which should:

- provide a brief summary of what the assignment was about
- review and update the action plan in the light of experience
- assess the effectiveness of the action plan
- summarise any unforeseen events and how they were handled
- identify knowledge and skills which have been gained and/or developed
- assess the strengths, weaknesses and quality of any hands-on activity
- assess the effectiveness of the research methods used
- determine to what extent the assignment met the original brief

The extended evaluation report should be 1,000 words (or equivalent) at Higher. Candidates may carry out the preparation for the report beforehand.

Candidates at Higher should be allowed up to three hours to complete an extended evaluation (including the summary). This is a generous time allowance and some candidates may require considerably less time – two hours should generally be sufficient.

Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For this activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

Specific evidence requirements and assessment arrangements for the Practical Assignment for Professional Patisserie at Higher

This Practical Assignment is subject to type 2 visiting assessment.

Planning	
Evidence:	Plan of action 500 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment:	Supervised
Who assesses it?	Centre and SQA – plan for sample of candidates to be sent to SQA for marking*

Developing	
Evidence:	For hands-on activity: Checklist(s) Photographic evidence (for each item; in portfolio) For processes underpinning the activity: Portfolio: for each item – Plan of work and equipment list Detailed recipe Presentation details (120 marks in total for this stage)
Conditions of National Course assessment:	Supervised
	Portfolio Production of patisserie items Subject to type 2 visiting assessment#

Evaluating	
Evidence:	Extended evaluation report – including summary 1,000 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment:	Centre-invigilated
Who assesses it?	Centre and SQA -reports for sample of candidates to be sent to SQA for marking*

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

- * Centres should refer to *Project-based National Courses: procedural guide for centres* for full procedural details of type 2 visiting assessment.
- # Arrangements for visiting assessment should be discussed in advance with the visiting assessor. Depending on the resources and facilities available at the centre, it may be necessary for the sample of candidates to be divided into two or more groups and for visiting assessment to take place on more than one day.

Specific additional information and requirements

Professional Patisserie: planning stage

Detailed recipes and presentation details should be recorded. Details of methods of production should be provided; these must show the milestones to be achieved during the time allocated for the assignment. A detailed stores requisition for all ingredients required for the chosen dishes must be included. Candidates should work to a stated food cost for all items ie £8.00 and calculate selling prices accordingly, based on a gross profit of 60%. Food cost can be set at the centre's discretion.

Professional Patisserie: developing stage

The candidate should be allocated three hours to produce and present six patisserie items for their selected brief. This should take place under centre supervised/invigilated conditions and will be subject to visiting assessment.

The candidate should select six items. This can be either two items from three of the following four categories or one item from each category with the remaining two items from any of the categories.

- puff, choux, sweet and short pastry products
- fermented goods
- milk, cream and egg-based sweets
- aerated products

Satisfactory performance will be that each item produced should be suitably finished with appropriate decoration or sauce to a commercially acceptable standard.

Marks should be allocated for preparation, product, presentation, hygiene and health and safety. A detailed breakdown will be issued to centres prior to visiting assessment.

100 marks

A detailed plan of work for dish products for the three hour session should be included. This should provide detail of timings, component parts, processes. A precise equipment list is required for the successful completion of the task.

20 marks

Total: 120 marks

The practical assignment should be complemented by the use of photographs to record dishes produced throughout the course as well as during the practical assignment.

The candidate should produce a portfolio which should include:

- the detailed plan of work for the three hour session
- for each of the six individual patisserie items/dishes:
 - plan of work
 - equipment list
 - photographs
 - recipes (from planning stage)
 - presentation details (from planning stage)

Professional Patisserie: evaluating stage

The candidate is required to produce a 1,000 word extended evaluation reviewing all tasks carried out during the practical assignment. The evaluation should be clearly structured to include:

- a brief outline of what the assignment was about
- details of how effective the original plan provided was
- an assessment of the strengths and weaknesses of the implementation
- consideration of amendments made to the plan during the assignment
- an assessment of the effectiveness of research and information gathering methods used
- an assessment of the strengths and weaknesses of the products produced in relation to the original brief
- summary of the knowledge and skills which have been further developed

7. Marking and grading for Practical Assignments with visiting assessment

The assessment evidence for this Practical Assignment is subject to visiting assessment by SQA. Centres are strongly advised to read *Project-based National Courses: procedural guide for centres* for further information about the processes and procedures for visiting assessment.

Visiting assessors will be trained by SQA to apply national standards. As candidate evidence becomes available exemplars will be issued to centres as guidance.

Centres must mark all three stages of the Practical Assignment for each individual candidate and decide on the mark, band and grade they think should be given to that candidate. SQA will provide detailed marking instructions for centres. The SQA visiting assessor will mark all three stages for a sample of candidates.

As the Practical Assignment will be marked by centres, centres do not need to provide estimates for Practical Assignments with visiting assessment. Nor should there normally be any need for appeals as the SQA visiting assessor and the centre should have negotiated and resolved any differences of opinion during the visiting assessment process.

The internal assessor uses the same processes for deciding on marks, grades and bands as any SQA visiting assessor. The final assessment decision must be based on accurate assessment of all the available candidate evidence. No candidate will be certificated for these Practical Assignments until the assessment decision is in line with national standards.

The total mark for the Practical Assignment is 200 (this makes it easier to discriminate effectively between performances of candidates across the three stages of the assessment). These marks will be allocated as follows in *Table A*.

Table A

Practical Assignment Stage	Assessment Evidence	Mark Allocation
Planning	Plan of action	40
Developing	Evidence arising from the hands-on practical activity and from documenting the underpinning processes involved	120
Evaluating	Extended evaluation report	40

SQA will provide detailed marking instructions in addition to the information given earlier in this specification. SQA will also provide a form (Attendance Register, Form Ex 6) for submission of marks.

The internal assessors must:

- Mark each stage of the project using the marking instructions provided by the SQA.
- Maintain a detailed record of the marks given for each of the three stages (for internal moderation purposes and for SQA visiting assessor).
- Add the marks for each stage for the candidate to give a total mark out of 200.
- Divide that total mark by 2 to give a percentage.
- Convert the overall % mark for each candidate into a grade and band using *Table B*.

Table B

% Mark range	Grade	Band
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	Fail (near miss)	7
40–44	Fail	8
Less than 40	Fail	9

- Check the grade given to candidate against the grade descriptions given in *Table C*, using the grade descriptions as a touchstone. The final grade should reflect the grade descriptions.
- Provide marks, bands and grades for each candidate.

Although it is possible for a candidate to be given a band 7, 8 or 9 which would be classified as ‘fail’, this would not appear on the certificate. If a band 7 is given the centre should ensure that it gives feedback to the candidate for remediation purposes.

Grade Descriptions for a Practical Assignment at Higher

Table C

A	B	C
Content and scope appropriate for Higher		
And looking at the evidence as a whole:	And looking at the evidence as a whole:	And looking at the evidence as a whole:
<p>A Practical Assignment at Grade A:</p> <ul style="list-style-type: none"> • produces high quality, clearly inter-related documented and product or process-related evidence for the three essential phases of the Practical Assignment • is an exercise to which candidates have brought an accurate and insightful interpretation of the Practical Assignment brief • is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise • effectively applies integrated and consolidated knowledge, understanding and skills from the Course Units to complex situations and/or design specifications 	<p>A Practical Assignment at Grade B:</p> <ul style="list-style-type: none"> • produces good quality, inter-related documented and product or process-related evidence for the three essential phases of the Practical Assignment • is an exercise to which candidates have brought an accurate interpretation of the Practical Assignment brief • is well structured and displays a good level of subject/occupational expertise • satisfactorily applies integrated and consolidated knowledge, understanding and skills from the Course Units to situations and/or design specifications which include a degree of complexity 	<p>A Practical Assignment at Grade C:</p> <ul style="list-style-type: none"> • produces adequate, fairly well inter-related documented and product or process-related evidence, for the three essential phases of Practical Assignment • an exercise to which candidates have brought an acceptable interpretation of the Practical Assignment brief • is reasonably well structured and displays an adequate level of subject/occupational expertise • applies integrated and consolidated knowledge, understanding and skills from the Course Units with some lack of continuity and consistency

Internal moderation

The internal moderator should:

- Oversee the internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should normally be a specialist in the subject. (It may be helpful in the first few years of these project-based National Courses to do a cross-subject moderation of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal moderation is however not mandatory.)
- Ensure that all candidates have been fairly treated. For example, some candidates may have produced more fully integrated projects than others but have similar overall marks/bands; this may lead to a reconsideration of marking of the individual components for some candidates.
- Oversee the finalisation of marks, bands and grades and submission of candidate evidence for sample candidates.

(See *Guide to Assessment and Quality Assurance for Colleges of Further Education* or *Guide to Assessment and Quality Assurance for Secondary Schools*, SQA June 1999 for further information relating to internal moderation. A guide to good practice for internal moderation is also under development.)

Submitting candidate evidence to SQA

Specific information on this part of the process is available to centres in *Project-based National Courses: procedural guide for centres*. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for this Practical Assignment for a sample of candidates:

- plan of action
- extended evaluation report

Note: In addition, centres will be expected to submit all notes used by the sample of candidates during write-up sessions.

8. Ensuring evidence is authentic

The following methods should be used to ensure that the evidence produced by a given candidate is all their own work. These methods are for use outwith any situation where the candidate's work will be produced under supervised or invigilated conditions already stipulated by the SQA (eg the plan of action and the evaluation).

Suggested methods:

- Candidates should use log books or equivalent to plan their work and record progress. They may be questioned by lecturers on the nature of their work as it progresses.
- For the write-up activities candidates are allowed access to prescribed resources.
- Candidates should sign their work of as their own and lecturers should sign a declaration stating that, to the best of their knowledge, candidate work submitted to SQA for National Course assessment is the work of the candidate in question.

It is envisaged that candidates carry out most of the work within the centre in a supervised environment. Guidance should be provided and feedback encouraged on the quality of candidate's work.

Centres are responsible for ensuring that the conditions of assessment are not breached.

9. Investigating tools

Candidates are expected to make use of the following information sources during the Practical Assignment:

Information sources

Various modern publications on sweets and desserts may be used by the candidate. Primary sources could include:

- books: course text books eg
Advanced Practical Cookery, Cessarani Kinton
Patisserie, Hanneman
Pastry Techniques – Basic Pastry Work Techniques, Nicholello LG & Dinsdale J (Hodder Stoughton 1991)
- Internet sites eg
www.soar.berkley.edu/recipes
(SOAR – Searchable Online Archive of Recipes)
- recipe hand-outs from lectures
- hospitality costing notes
- in-house price list of ingredients used in patisserie items

Accessing information

- visits to libraries
- communication with individuals or lecturers via written correspondence, e-mail, meetings
- use of the Internet

References supplied by candidates

Please note that it is legitimate for candidates to quote from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, DE, 'Perspectives on the Glaciation of Scotland', *SAGT Journal No. 17*, 1988, pp 4–10.

Maps and Diagrams

Sources should be given on each map and diagram and should be stated in the same format as for books and articles, as appropriate.

For example:

Microsoft Encarta 1997

Internet

If a website has been used then the address (URL) must be disclosed.

For example:

www.sqa.org.uk

It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.

10. Materials and resources

Candidates are expected to select from the following materials and resources as appropriate:

As stated in *Investigating Tools* section with the addition of:

- course notes
- personal computer with word processing package, or word processor
- calculator
- standardised price list for ingredients

Specialist equipment as required. For example:

- moulds
- cutters
- rolling pins
- pastry docker
- sugar boiling thermometers
- saccharometers
- trellis cutter
- dipping forks
- torten rings
- flan rings
- blow torch
- tuille stencil
- template
- serving dishes
- piping bags
- palette knife
- baking sheets
- baking silpat mats
- scales
- service dishes
- brushes
- muslin cloth
- dredgers
- scrapers
- plastic spoons
- whisk
- air brush
- pastry wheel
- zester
- melon baller
- apple corer
- canella knife
- sieves
- spatula

11. Core Skills

It is possible that successful attainment of this Course would lead to the automatic certification of particular Core Skills or Core Skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

It should be noted that this project, in common with other project-based Courses, follows the planning/developing/evaluating cycle. As a result of this it is likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.