



# Hospitality: Practical Cake Baking and Finishing (National 5)

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## Draft Course and Unit Support Notes

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For general advice and guidance on the Course.



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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Hospitality: Practical Cake Baking and Finishing (National 5) Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the *Unit Specifications* for the Units in the Course.

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# General guidance on the Course

## Aims

The Course aims to enable learners to:

- ◆ develop cake-baking and cake-finishing skills and creativity in cake finishing
- ◆ understand and follow current food safety and hygiene practices
- ◆ become familiar with traditional methods of, and current trends in, cake production
- ◆ acquire and use organisational skills in the context of managing time and resources
- ◆ develop an understanding of the health impact of different ingredients used in cake production

The Course is practical and experiential, and its use of real-life hospitality contexts makes it relevant to the world of work.

## Progression into this Course

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or equivalent experience:

- ◆ Hospitality: Practical Cookery (National 4 or relevant component Units)
- ◆ Hospitality: Practical Cookery (Intermediate 1 or relevant component Units)
- ◆ Hospitality (Skills for Work — SCQF level 4)
- ◆ Hospitality (National Certificate — SCQF level 4)
- ◆ Bakery (National Progression Award — SCQF level 4)
- ◆ Home Economics (Standard Grade — General level)
- ◆ Art and Design (National 4 or relevant component Units)
- ◆ equivalent qualifications/experiences

Nevertheless, colleges might offer this Course to people returning to work, the unemployed or mature students who have no previous qualifications or subject knowledge.

## Experiences and Outcomes

There is an expectation that learners have overtaken relevant experiences and outcomes.

This Course assumes that learners have overtaken the experiences and outcomes from the health and wellbeing and the technologies curriculum areas which are listed on the following page.

### CA1: Health and wellbeing

Organiser	EO — level 4
<b>Physical wellbeing</b>	I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. <b>HWB 3-17a/HWB 4-17a</b>
<b>Safe and hygienic practices</b>	Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks. <b>HWB 4-33a</b>

### CA2: Technologies

Organiser	EO — level 4
<b>No subsidiary organisers</b>	I can confidently apply preparation techniques and processes to make items using specialist skills, materials, equipment or software in my place of learning, at home or in the world of work. <b>TCH 4-10a</b>
	I can explore the properties and functionality of ingredients, materials equipment or software to establish their suitability for a task at home or in the world of work. <b>TCH 4-10b</b>
	Showing creativity and innovation, I can design, plan and produce increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work. <b>TCH 4-11a</b>
	I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products. <b>TCH 4-11b</b>

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course, as the Course assessment will be based on this.

This Course is practical, and its key purpose is to develop learners' cake baking and finishing skills.

The following table summarises the skills, knowledge and understanding which will be covered in this Course.

<b>Categories of baked items</b>	A total of five items, from the categories listed below, should be baked and finished. At least four of these items must be cakes:				
	<ul style="list-style-type: none"> <li>◆ sponge-type cakes</li> <li>◆ fruit cakes</li> <li>◆ tray bakes</li> <li>◆ biscuits</li> </ul>				
	Some examples of baked items are provided below:				
		<b>Sponge-type cake variety</b>	<b>Fruit cake variety</b>	<b>Suitable for a traybake?</b>	<b>Classified as a biscuit?</b>
	<b>Chocolate brownie cake</b>	light sponge		✓ (chocolate brownies)	
	<b>Swiss roll</b>	light sponge			
	<b>Carrot cake</b>	medium sponge		✓	
	<b>Cake pops</b>	medium sponge		✓	✓ (cake pops can be made with biscuit)
	<b>Chocolate cake</b>	medium sponge		✓	
	<b>Cupcakes</b>	medium sponge			
<b>Ginger cake</b>	medium sponge		✓		
<b>Lemon drizzle cake</b>	medium sponge				
<b>Victoria sponge</b>	medium sponge		✓		

	<b>Battenberg cake</b>	heavy sponge			
	<b>Madeira cake</b>	heavy sponge			
	<b>Cherry cake</b>		lightly fruited cake		
	<b>Sultana cake</b>		lightly fruited cake		
	<b>Rich fruit cake</b>		heavily fruited cake		
	<b>Wedding cake</b>		heavily fruited cake		
	<b>Gingerbread</b>				✓ (gingerbread people, houses, other cut-out shapes)
<b>Preparing for baking</b>	<ul style="list-style-type: none"> <li>◆ weighing and measuring</li> <li>◆ selecting baking recipes</li> <li>◆ identifying and selecting appropriate baking techniques</li> <li>◆ planning the stages of baking in a logical sequence</li> <li>◆ preparing ingredients for baking</li> <li>◆ preparing equipment for baking</li> </ul>				
<b>Baking techniques</b>	<ul style="list-style-type: none"> <li>◆ weighing and measuring</li> <li>◆ whisking</li> <li>◆ creaming</li> <li>◆ mixing</li> <li>◆ folding</li> <li>◆ incorporating</li> <li>◆ depositing</li> </ul>				
<b>Baking</b>	<ul style="list-style-type: none"> <li>◆ following the production method for each of the five items</li> <li>◆ depositing the mixture appropriately</li> <li>◆ carrying out readiness tests and responding appropriately</li> <li>◆ cooling and storing the baked items</li> <li>◆ evaluating the baked items in terms of their texture and appearance and, when appropriate, flavour/taste</li> <li>◆ working safely and hygienically</li> </ul>				

<p><b>Coatings and fillings</b></p>	<p>Three fillings and five coatings from those listed below should be used to finish the baked items produced:</p> <ul style="list-style-type: none"> <li>◆ buttercream/frosting</li> <li>◆ chocolate coating</li> <li>◆ fresh cream/synthetic cream</li> <li>◆ ganache</li> <li>◆ jams and curds</li> <li>◆ marzipan/almond paste</li> <li>◆ royal icing</li> <li>◆ sugarpaste</li> <li>◆ water icing/glaze icing</li> </ul>
<p><b>Finishing application techniques</b></p>	<ul style="list-style-type: none"> <li>◆ spreading</li> <li>◆ rolling</li> <li>◆ coating</li> <li>◆ smoothing</li> <li>◆ trimming</li> </ul>
<p><b>Finishing decoration techniques</b></p>	<ul style="list-style-type: none"> <li>◆ embossing</li> <li>◆ crimping</li> <li>◆ piping</li> <li>◆ modelling</li> <li>◆ colouring</li> <li>◆ stencilling</li> <li>◆ using commercial cutters</li> </ul>
<p><b>Preparing for assembly and finishing</b></p>	<ul style="list-style-type: none"> <li>◆ identifying fillings and coatings suitable for finishing</li> <li>◆ selecting appropriate recipes for the preparation of the chosen fillings and coatings where required</li> <li>◆ identifying and selecting appropriate finishing techniques</li> <li>◆ planning the stages of assembly and finishing in a logical sequence</li> <li>◆ preparing ingredients for assembly and finishing</li> <li>◆ preparing tools and equipment for assembly and finishing</li> </ul>
<p><b>Assembling and finishing</b></p>	<ul style="list-style-type: none"> <li>◆ assembling the baked items using appropriate tools and/or equipment where necessary</li> <li>◆ trimming the prepared items, where applicable, to create the desired shape, using appropriate tools and/or equipment where necessary</li> <li>◆ selecting and using the appropriate coatings and fillings</li> <li>◆ using the appropriate application techniques, tools and/or equipment to finish the baked items</li> <li>◆ applying the appropriate finishing decoration techniques with creativity, flair and imagination, using appropriate tools and equipment</li> <li>◆ storing the finished items</li> <li>◆ working safely and hygienically</li> <li>◆ evaluating the finished items in terms of their shape, proportion, texture, appearance and, where appropriate, flavour/taste</li> </ul>

Teachers/lecturers should go beyond ensuring that the tools and equipment used by learners are appropriate. They should enable learners to develop fine motor skills and dexterity in handling those tools and equipment, for example through modelling, piping, crimping and other techniques. They should demonstrate those techniques and encourage learners to experiment with a diverse range of tools and to use them with flair and creativity. Learners should also be given the opportunity to share their experiences with their peers.

All the above skills will support the development of aspects of numeracy, namely number processes and measurement, as well as employability and thinking skills. A fuller explanation of how these skills relate to the development of skills for learning, life and work is given further on in this document.

One of the ways in which the Course should engage learners is through introducing them to traditional cakes and modern trends in cake production, and teachers/lecturers should make sure that they cover the full range of cakes and other baked items given in the *Course Assessment Specification*.

The Course should cover the health impact of different ingredients used in cake production, for example allergens such as nuts, wheat, dairy or artificial colouring, making reference to current dietary advice where appropriate.

Teachers/lecturers should ensure that learners develop effective organisational and time management skills, which are essential in cake production. Learners should be given plenty of opportunities to plan their work, which will involve listing the tasks in a logical order and allocating timings to them. Teachers/lecturers should demonstrate how to compile a plan of work and then get learners to complete and implement their own plans, offering guidance and advice whenever necessary. This aspect enhances the generic skill of understanding time and using this understanding to solve problems.

In cake production, working safely and hygienically is of paramount importance, which is why teachers/lecturers should emphasise this importance throughout the Course and keep reinforcing it. Learners should be made to observe personal and kitchen hygiene at all times, which will involve washing hands, wearing clean protective clothing and hairnets and not wearing jewellery or nail varnish. Teachers/lecturers should also ensure that the equipment, ingredients and baked items are handled safely and hygienically. It will be important for learners to develop a clean-as-you-go attitude and the habit of maintaining the work area in a safe, hygienic and organised manner.

Teachers/lecturers should encourage learners to develop an analytical, problem-solving approach to their work. Learners should be given opportunities to evaluate the baked items in terms of their texture and appearance and, when appropriate, flavour and taste, while the finished items should be evaluated also in terms of their shape and proportion. The techniques used could include self- and peer evaluation, group discussions or question-and-answer sessions. This aspect strongly supports the development of analytical skills, which come under the umbrella of generic thinking skills.

Another generic skill enhanced through the Course will be learners' general employability. The section on skills for learning, skills for life and skills for work further on explains how the subject-specific skills developed through this Course relate to the generic transferable skills, which are essential to individuals' effective functioning in all three areas.

## **Progression from this Course**

This Course or its components may provide progression to:

- ◆ Art and Design (Higher or relevant component Units)
- ◆ Art and Design (National 5 or relevant component Units — lateral progression)
- ◆ Bakery SVQs (Levels 2 and 3)
- ◆ Hospitality: Practical Cookery (National 5 or relevant component Units — lateral progression)
- ◆ Hospitality (National Certificate; SCQF level 5 — lateral progression)
- ◆ Hospitality (Skills for Work; SCQF level 5 — lateral progression)
- ◆ further study, employment and/or training

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# Approaches to learning and teaching

Learning and teaching approaches should be learner centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to allow learners the opportunity to develop all the necessary cake baking and cake finishing skills and techniques. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities.

There are different ways of delivering the Course. While each Unit stands alone and does not depend on the other, both may be delivered as part of the Course. When the latter approach is used, the Units may either be taught in sequence or be fully integrated. When the Units are delivered in an integrated way, individual Outcomes may be integrated both within and across the Units.

An integrated approach is recommended, since it will enable learners to acquire skills, knowledge and understanding in a meaningful way and will help with their retention. Such an approach also promotes an effective use of resources, helps learners to transfer skills to new contexts and frees up more time for learning and teaching.

When both Units are delivered in an integrated way, learners would first bake their chosen cakes and, where relevant, other items and then finish them. This would enable learners to create products which might be highly individual and which could then be used for a range of occasions, including enterprise activities in their school or college.

When the Units are delivered separately, the cake baking and cake finishing activities will be carried out independently of each other. This means that the baked items will not then need to be finished by the learners and, similarly, that the finishing techniques can be applied to any baked items — not necessarily those previously baked by the learners.

The safety and hygiene aspect should permeate the whole Course and must be integrated within the cake-baking and cake-finishing activities. In order to bring the safety and hygiene aspect to life, teachers/lecturers might ask learners to research it using a variety of sources, including the internet. Learners could then present the findings of their research to the whole class. They might also complete a worksheet, which could be used for assessment purposes.

Teachers/lecturers should encourage personalisation and choice, as this will allow learners to express themselves creatively and further enhance the creative and expressive nature of this Course.

Personalisation and choice will be promoted by allowing learners the choice of different:

- ◆ recipes
- ◆ cake designs and ways of presentation
- ◆ combinations of colour
- ◆ coatings, fillings and embellishments
- ◆ finishing application techniques
- ◆ finishing decoration techniques

Teachers/lecturers should also encourage learners to use different methods of investigating the theoretical aspects of the Course and of evaluating the findings.

One of the key purposes of this Course is to develop learners' skills in cake baking and finishing. Teachers/lecturers should clearly explain the purpose of cake baking and finishing tools and equipment and show learners how to use them. An innovative use of everyday items as finishing tools should be encouraged, eg cotton reels for wheels, straw ends/paperclips for smile tools, buttons for embossing, paint brushes for fine details, a garlic press for an extrusion tool.

Teachers/lecturers should also demonstrate all relevant techniques and processes, ensuring that they are thoroughly understood by learners. Demonstrations should be clear and logically sequenced to ensure that the learners understand each process before proceeding to the next. Learners should practise each technique, with additional practice offered when necessary. Reinforcement will be the key to ensuring that learners acquire the relevant skills.

Encouraging creativity is an important feature of the Course — particularly in cake finishing. Teachers/lecturers should therefore offer learners sufficient opportunities to further develop a broad range of artistic techniques gained in other contexts and to consolidate them through practical workshops. These artistic techniques could include brush embroidery, weaving and decoupage. Learners should be encouraged to draw on all aspects of design, such as shape, colour, texture, balance, precision and different media to create unique cake shapes and designs and to modify existing products to create entirely new, original, items.

Themed approaches promote personalisation, choice and creativity where an open brief is given, eg vehicles, sofa beds, cupcakes, muffin characters, coffee mugs, boxes. Teachers/lecturers could demonstrate generic techniques and then get learners to carry out research and practise of a variety of finishing skills and techniques, eg modelling, use of commercial cutters, embossing, piping, sugar flowers, colouring techniques, stencilling.

To make the Course engaging, teachers/lecturers could use, and encourage learners to use, a wide variety of resources, such as video footage from websites, TV, DVDs, CD-ROMs, videos, photographs or slide shows of previously produced cakes, food brochures or cake books or magazines. Use could also be made of contacts with industry partners and visits to local cake shops, bakeries or supermarkets or to cake shows and exhibitions. Ready-made cakes or biscuits could also be bought for learners to practise on.

Other innovative approaches to learning and teaching which meet the principles of Curriculum for Excellence include encouraging learners to learn from one another, to engage in interdisciplinary learning and to tackle mini-projects.

Interdisciplinary learning might involve using Graphic Communications CAD to design templates for baked goods, eg gingerbread houses, or designing turntables and presentation plates for use in cake finishing and presentation. Teachers/lecturers could also link with Art and Design for use of colour, eg painting, shading, airbrushing, collage, tints and tones, colour wheel and for expertise in modelling of animals, people and objects.

Community project work could also be used, as could charity and fundraising activities to encourage enterprise. Learners could enter local or national competitions for cake baking.

Learners could also be encouraged to further develop their skills by additional practice outwith the classroom. Working on their own, in pairs or as a group, learners should be encouraged to track their own individual learning.

Teachers/lecturers should adopt inclusive approaches to learning and teaching, adapting their teaching methods to suit the needs of all learners and using an appropriate balance of teaching methodologies. It should be noted that there is no one single way of covering a topic or developing a skill, and teachers/lecturers should use a variety of teaching and learning approaches.

Learners with additional support needs should be offered adequate support. Computer screen overlays and increasing font size or colour on recipes may make texts more accessible to those with visual impairments.

ICT can be a very useful tool in supporting learning and teaching and should be used in innovative and creative ways. Teachers/lecturers could, for example, encourage internet-based research and get learners to present their research findings using presentation applications.

The table below suggests some activities which could support Course delivery:

<b>Topic</b>	<b>Suggested experiences and activities</b>
Baking and finishing	<ul style="list-style-type: none"><li>◆ carrying out/conducting research using the internet, food brochures and cake books or magazines</li><li>◆ watching DVDs, CD-ROMs, slide shows, video footage from websites, photographs</li><li>◆ reading blogs</li><li>◆ researching recipes and ingredients</li><li>◆ watching live demonstrations</li><li>◆ visiting local cake shops, bakeries or supermarkets where in-store baking takes place</li><li>◆ attending local cake shows or exhibitions</li><li>◆ making presentations</li><li>◆ listening to guest speakers/industry experts</li><li>◆ video-conferencing between centres</li><li>◆ group discussions and teacher-led discussions</li><li>◆ practical workshops</li><li>◆ peer/self-evaluation</li></ul>

	<ul style="list-style-type: none"><li>◆ team challenges</li><li>◆ entering local/national competitions for cake baking</li><li>◆ community project work</li></ul>
Working safely and hygienically	<ul style="list-style-type: none"><li>◆ Environmental Health visits</li><li>◆ working towards the Elementary Food Hygiene certificate</li><li>◆ watching DVDs/CD-ROMs</li><li>◆ completing worksheets</li><li>◆ peer/self-evaluation</li><li>◆ keeping up to date with current legislation and good practice in health and safety and food hygiene</li></ul>

In general, teaching strategies should enable learners to:

- ◆ learn progressively more independently and use initiative
- ◆ work co-operatively and collaboratively and assume shared responsibility
- ◆ prioritise tasks and work within deadlines
- ◆ acquire, extend and apply the knowledge, understanding and skills related to cake baking and finishing
- ◆ be involved in self- and peer assessment
- ◆ adopt a positive attitude to, and take pride in, their work
- ◆ make links with their existing knowledge and experience both within cake baking and finishing contexts and across the curriculum

## Developing skills for learning, skills for life and skills for work

The generic skills which this Course develops include aspects of numeracy and thinking skills. It will be important for teachers/lecturers to offer learners ample opportunity to develop these skills as an integral part of their learning experience because this will highlight those skills' relevance.

The coverage of skills for learning, skills for life and skills for work is illustrated in the following tables.

## 2 Numeracy

### 2.2 Money, Time and Measurement

<b>Unit 1 Cake Baking</b>	<b>Unit 2 Cake Finishing</b>
<ul style="list-style-type: none"> <li>◆ using common measuring instruments to weigh and measure ingredients</li> <li>◆ applying numerical skills to calculations involving measuring the sizes of tins or baking trays</li> <li>◆ applying numerical skills to calculations involving controlling the baking temperature</li> <li>◆ applying numerical skills to calculations involving scaling recipes</li> <li>◆ applying numerical skills to calculations involving calculating ratios for recipes (eg for Victoria sandwich)</li> <li>◆ using fractions/percentages for dividing ingredients into segments</li> <li>◆ applying numerical skills to calculations involving time when planning the baking activity and adhering to preparation and baking times</li> </ul>	<ul style="list-style-type: none"> <li>◆ using common measuring instruments to weigh and measure ingredients</li> <li>◆ applying numerical skills to calculations involving measuring paper and cakes</li> <li>◆ applying numerical skills to calculations involving scaling recipes</li> <li>◆ applying numerical skills to calculations involving calculating ratios for recipes (eg for cream cheese frosting)</li> <li>◆ using fractions/percentages for dividing ingredients into segments</li> <li>◆ applying numerical skills to calculations involving time when planning the finishing activity and adhering to preparation and finishing times</li> </ul>

## 5 Thinking skills

### 5.2 Understanding

### 5.3 Applying

### 5.5 Creating

<b>Unit 1 Cake Baking</b>	<b>Unit 2 Cake Finishing</b>
<ul style="list-style-type: none"> <li>◆ memorising and recalling relevant facts</li> <li>◆ recognising relevant information which has been previously examined</li> <li>◆ listing the order of (sequencing) tasks and explaining why this order has been chosen</li> <li>◆ understanding cake-baking processes, techniques and safety and hygiene</li> <li>◆ understanding recipes</li> <li>◆ applying cake-baking skills</li> <li>◆ using cake-baking skills and techniques in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>◆ memorising and recalling relevant facts</li> <li>◆ recognising relevant information which has been previously examined</li> <li>◆ listing the order of (sequencing) tasks and explaining why this order has been chosen</li> <li>◆ understanding cake-finishing processes, techniques and safety and hygiene</li> <li>◆ understanding recipes</li> <li>◆ applying cake-finishing skills</li> <li>◆ using cake-finishing skills and techniques in different contexts</li> </ul>

<ul style="list-style-type: none"><li>◆ explaining the importance of safety and hygiene</li><li>◆ using knowledge of safety and hygiene to work safely and hygienically in different contexts</li><li>◆ monitoring the baking processes</li></ul>	<ul style="list-style-type: none"><li>◆ explaining the importance of safety and hygiene</li><li>◆ using knowledge of safety and hygiene to work safely and hygienically in different contexts</li><li>◆ monitoring the finishing processes</li><li>◆ building on others' work to improve cake designs</li><li>◆ producing own designs to design innovative cakes and other items</li></ul>
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The development of both cake specific and generic skills will be central to this Course, and teachers/lecturers should make learners aware of the skills they are developing and of the transferability of the generic ones. It is this transferability that will help learners with further study and enhance their personal effectiveness and employability in a range of sectors. Those sectors might not necessarily be related to Hospitality and might include Dentistry, Medicine and Veterinary Medicine. In those professions, manual dexterity, fine motor skills and hand-eye co-ordination are important, and those skills are developed through this Course.

## **Approaches to assessment**

There are different approaches to assessment, and teachers/lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives. Each learner will progress at a different rate, and teachers/lecturers should be able to determine when the learner is ready to be assessed.

Teachers/lecturers should give learners accurate and regular feedback about their learning and ensure that they are actively involved in the assessment process.

Approaches to assessment should encourage personalisation and choice, mirroring those outlined in the section on Approaches to Learning and Teaching.

During practical assessment, teachers/lecturers will usually observe learners' performance and complete an observation checklist confirming whether the learner has met the requirement of each Assessment Standard. Such observation might include video recordings or photographs. When an integrated approach is used, the checklist will be useful in ensuring that the same things are not being assessed twice (ie to avoid over-assessment). Assessment of the underpinning knowledge may take a variety of forms, for example oral or written questioning or e-assessment.

Learners should maintain a portfolio of evidence including checklists for the demonstrated skills. Photographic or video evidence may be used where appropriate.

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

The following is a list of possible methods which could be used for assessment:

- ◆ questioning — written, oral
- ◆ observation of learners performing tasks
- ◆ presentations
- ◆ group discussions
- ◆ peer/self-assessment
- ◆ matching exercises
- ◆ various forms of e-assessment

## **Preparation for Course assessment**

Each Course has additional time (40 hours) which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

Course assessment will take the form of a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend their knowledge, understanding and skills in the context of baking and finishing a cake chosen from three design briefs.

Since Course assessment samples skills, knowledge and understanding from across the Course, teachers/lecturers should make sure that they cover the entire mandatory content for the Course. Although, during the Course, learners will be expected to bake and finish only five items, at least four of which must be cakes, it is important for teachers/lecturers to cover the full range of cakes and other baked items specified for this Course.

Skills in particular take a long time to develop, so teachers/lecturers should give learners plenty of opportunities to practise planning and organising their work, baking and finishing the chosen cakes and/or other baked items and evaluating both the process and the product in order to hone those skills. They should also keep emphasising the importance of safety and hygiene and ensure that learners follow safe and hygienic practices at all times.

Towards the end of the Course, some of learners' time will be spent on revising the work done over the entire programme. The emphasis there should be on practical skills, and learners could use the opportunity to bake and finish the fifth, and final, item in preparation for Course assessment. Teachers/lecturers could use the information on the structure and coverage of the Course assessment given in the *Course Assessment Specification* as a checklist for this purpose.

## **Combining assessment across Units**

When both Units are delivered as part of the Course, their assessment can be combined. In such cases, teachers/lecturers will assess both the baking and the finishing aspect together. Also assessed in an integrated manner will be learners' planning and evaluation activities as well as safety and hygiene.

Where possible, using an integrated approach to assessment is recommended because it will:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
- ◆ make more sense to learners and avoid duplication of assessment
- ◆ ensure greater rigour in assessment
- ◆ allow for evidence for both Units to be drawn from a range of activities, making it easier to cover aspects which may not occur in a one-off assessment
- ◆ use assessment opportunities efficiently and reduce over-assessment

Integrating assessment will also minimise repetition, allow more time for learning and enable centres to manage the assessment process more efficiently. The Course offers many opportunities for combining assessment across both Units, and teachers/lecturers should exploit them whenever appropriate.

When assessment across both Units is combined, teachers/lecturers should take particular care to track the evidence for each Unit to ensure that learners who do not achieve the entire Course may still get the credit for the Unit they have achieved.

When integrating assessment across Units, teachers/lecturers should use e-assessment whenever possible. The relevant strategies are outlined in the next section.

## **E-assessment**

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where appropriate, teachers/lecturers should use technology to support not only learning and teaching but also assessment of their learners. For example, online testing could be used to reinforce the acquisition of the underpinning knowledge and for the purposes of assessment.

Learners should be encouraged to carry out internet-based research, for example into the different types of cakes, the health impact of the ingredients used in cake baking and finishing or the safety and hygiene aspect. The findings of such research could then be presented in an e-portfolio, which generally supports personalisation, or conveyed through presentations.

Learners could also use blogs, intranets and virtual learning environments to reflect on their learning and to share their achievements with others. These methods could then be used by teachers/lecturers to contribute to authenticating any research which learners carry out in their own time. Other, emerging, technologies could also be used to enhance learners' assessment experience.

When aspects of the Course are delivered online, perhaps by inter-school or school-college partnerships, e-assessment could be used to support such delivery.

# Equality and inclusion

This Course has been designed to ensure that there are no unnecessary barriers to learning or assessment. The Course takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching methods and to draw on a range of mechanisms supporting delivery.

Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles and learners' needs and allowing the choice of different recipes and ingredients.

Learners with additional support needs should be offered adequate support (eg using Additional Support Needs (ASN) Assistants or commercially available aids or adapting the kitchen and/or the tools and equipment).

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [\*Course Specifications\*](#)
- ◆ [\*Design Principles for National Courses\*](#)
- ◆ [\*Guide to Assessment \(June 2008\)\*](#)
- ◆ [\*Overview of Qualification Reports\*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [\*SCQF Handbook: User Guide\*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)

# Administrative information

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**Published:** January 2012 (draft version 1.0)

**Superclass:** to be advised

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.

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## Draft Unit Support Notes — Cake Baking (National 5)

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For general advice and guidance on the Unit.



This edition: January 2012, draft version 1.0

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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Cake Baking (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

# General guidance on the Unit

## Aims

The general aim of this Unit is to enable learners to develop the ability to bake cakes and other chosen items safely and hygienically and to apply this ability in a range of cake production contexts. Learners will demonstrate the full range of techniques and processes used in cake baking.

Learners who complete this Unit will be able to:

- ◆ prepare for baking
- ◆ bake cakes and other chosen items
- ◆ work safely and hygienically in the context of baking

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or equivalent experience:

- ◆ Hospitality: Practical Cookery (National 4 or relevant component Units)
- ◆ Hospitality: Practical Cookery (Intermediate 1 or relevant component Units)
- ◆ Hospitality (Skills for Work — SCQF level 4)
- ◆ Hospitality (National Certificate — SCQF level 4)
- ◆ Bakery (National Progression Award — SCQF level 4)
- ◆ Home Economics (Standard Grade — General level)
- ◆ equivalent qualifications

Nevertheless, colleges might offer this Unit to people returning to work, the unemployed or mature students who have no previous qualifications or subject knowledge.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Hospitality: Practical Cake Baking and Finishing (National 5) *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## **Progression from this Unit**

This Unit or its components may provide progression to:

- ◆ Art and Design (Higher or relevant component Units)
- ◆ Art and Design (National 5 or relevant component Units — lateral progression)
- ◆ Bakery SVQs (Levels 2 and 3)
- ◆ Hospitality (National Certificate; SCQF level 5 — lateral progression)
- ◆ Hospitality: Practical Cookery (National 5 or relevant component Units — lateral progression)
- ◆ Hospitality (Skills for Work; SCQF level 5 — lateral progression)
- ◆ further study, employment and/or training

Draft

# Approaches to learning and teaching

Learning and teaching approaches should be learner centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant IT skills effectively. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities.

There are different ways of delivering this Unit. While each Unit stands alone and does not depend on the other, both may be delivered as part of the Course. When the latter approach is used, the Units may either be taught in sequence or be fully integrated. When the Units are delivered in an integrated way, individual Outcomes may be integrated both within and across the Units.

An integrated approach is outlined in the *Course Support Notes*, which also suggest a range of learning and teaching approaches applicable to both Units.

Regardless of whether both Units are integrated, learners should be given the opportunity to work towards the Outcomes in this Unit in an integrated way.

The safety and hygiene aspect should permeate the whole Unit and, in order to be meaningful, must be integrated within all cake baking activities. In order to bring the safety and hygiene aspect to life, teachers/lecturers could ask learners to research it using a variety of sources, including the internet. Learners could then present the findings of their research to the whole class. They might also complete a worksheet, which could be used for assessment purposes.

Approaches to learning and teaching should encourage personalisation and choice, allowing the choice of different:

- ◆ recipes
- ◆ cake designs and ways of presentation
- ◆ different methods of conducting research into the theoretical aspects of the Unit and of presenting the findings

One of the key purposes of this Unit is to develop learners' skills in cake baking. Teachers/lecturers should clearly explain the purpose of cake baking equipment and show learners how to use it. They should also demonstrate all relevant techniques and processes, ensuring that they are thoroughly understood by learners. Demonstrations should be clear and logically sequenced to ensure that the learners understand each process before proceeding to the next. Learners should practise each technique, with additional practice offered when necessary. Reinforcement will be the key to ensuring that learners acquire the relevant skills.

To make the Unit engaging, teachers/lecturers could use, and encourage learners to use, a wide variety of resources, such as video footage from websites, TV, DVDs, CD-ROMs, videos, photographs or slide shows of previously produced cakes, food brochures or cake books or magazines. Use could also be made of the contacts with industry partners and visits to local cake shops, bakeries or supermarkets or to cake shows and exhibitions. Speakers or experts

from the local community could be called upon to give talks, demonstrations and presentations.

Other innovative approaches to learning and teaching are suggested in the *Course Support Notes*.

The table below suggests some activities which could support the delivery of this Unit.

Topic	Suggested experiences and activities
Preparation and baking	<ul style="list-style-type: none"> <li>◆ carrying out research into cake baking using the internet, food brochures and cake books or magazines</li> <li>◆ watching TV, DVDs, CD-ROMs, slide shows, video footage from websites, photographs</li> <li>◆ reading blogs</li> <li>◆ researching recipes and ingredients</li> <li>◆ watching live demonstrations</li> <li>◆ visiting local cake shops, bakeries or supermarkets where in-store baking takes place</li> <li>◆ attending local cake shows or exhibitions</li> <li>◆ making presentations</li> <li>◆ listening to guest speakers/industry experts</li> <li>◆ video-conferencing between centres</li> <li>◆ group discussions and teacher-led discussions</li> <li>◆ practical workshops</li> <li>◆ peer/self-evaluation</li> <li>◆ team challenges</li> <li>◆ entering local or national competitions for cake baking</li> <li>◆ community project work</li> </ul>
Working safely and hygienically	<ul style="list-style-type: none"> <li>◆ listening to Environmental Health presentations</li> <li>◆ Working towards the Elementary Food Hygiene certificate</li> <li>◆ watching TV, DVDs/CD-ROMs</li> <li>◆ completing worksheets</li> <li>◆ peer/self-evaluation</li> <li>◆ keeping up to date with current legislation and good practice in health and safety and food hygiene</li> </ul>

## Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Approaches to assessment and gathering evidence

There are different approaches to assessment, and teachers/lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives. Each learner will progress at a different rate, and teachers/lecturers should be able to determine when the learner is ready to be assessed.

Teachers/lecturers should give learners accurate and regular feedback about their learning and ensure that they are actively involved in the assessment process.

Approaches to assessment should encourage personalisation and choice, mirroring those outlined in the section on Approaches to Learning and Teaching. A range of activities which could be used for assessment purposes can be found in the section on the Approaches to Learning and Teaching.

During practical assessment for this Unit, teachers/lecturers will usually observe learners' performance and complete an observation checklist confirming whether the learner has met the requirement of each Assessment Standard.

This Unit will be assessed by teachers/lecturers on a pass/fail basis. Unit assessment will be based on the *Unit Specification* for Cake Baking.

In this Unit, learners will be expected to prepare for baking and to bake cakes. Preparing for baking will involve the following stages:

- ◆ selecting a suitable baking recipe
- ◆ selecting the appropriate baking techniques
- ◆ preparing ingredients for baking
- ◆ preparing equipment for baking

Baking will involve:

- ◆ using appropriate equipment
- ◆ controlling the oven temperature
- ◆ incorporating the ingredients
- ◆ adjusting consistency when appropriate
- ◆ depositing the mixture appropriately
- ◆ carrying out readiness tests and responding appropriately
- ◆ cooling and storing the baked items

The requirement to work safely and hygienically is embedded in both Outcomes and will be assessed. Learners will be expected to follow safe and hygienic working practices during all baking activities.

Practical assessment will be supplemented by assessment of the underpinning knowledge, which may take a variety of forms, such as oral questioning, discussions or internet or paper-based questions.

Learners should maintain a portfolio of evidence, which may be an e-portfolio. The portfolio will include checklists for the demonstrated skills and may include photographic or video evidence.

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of this Unit either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

## **Combining assessment within Units**

Wherever possible, assessment within the Unit should be integrated because both Outcomes lend themselves to being assessed together.

An integrated approach to Unit assessment will:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of this Unit with those of the Cake Finishing Unit
- ◆ make more sense to learners and avoid duplication of assessment
- ◆ ensure greater rigour in assessment
- ◆ allow for evidence for this Unit to be drawn from a range of activities, making it easier to cover aspects which may not occur in a one-off assessment
- ◆ use assessment opportunities efficiently and reduce over-assessment

Integrating assessment will also minimise repetition, allow more time for learning and enable centres to manage the assessment process more efficiently.

A combined assessment activity would cover preparing for baking a cake and then baking it. When the evidence for both Outcomes is gathered through a range of activities assessed holistically, it must be clear how the evidence covers each Outcome.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve both Outcomes may still get the recognition for the Outcome they do achieve.

## **E-assessment**

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where appropriate, teachers/lecturers should use technology to support not only learning and teaching in this Unit but also assessment of their learners and to reinforce the acquisition of the underpinning knowledge.

Learners should be encouraged to carry out internet-based research, for example into different types of cakes, the health impacts of ingredients used in cake baking or the safety and hygiene aspect. The findings of such research could

*successful learner, confident individual, responsible citizen, effective contributor*

then be presented in an e-portfolio, which generally supports personalisation, or conveyed through presentations.

Learners could also use blogs, intranets and virtual learning environments to reflect on their learning in this Unit and to share their achievements with others. These methods could then be used by teachers/lecturers to contribute to authenticating any research which learners carry out in their own time. Other, emerging, technologies could also be used to enhance learners' assessment experience in this Unit.

When aspects of the Unit are delivered online, perhaps by inter-school or school–college partnership, e-assessment could be used to support such delivery.

Draft

# Equality and inclusion

This Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. The Unit takes into account the needs of all learners and recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching methods and to draw on a range of mechanisms supporting delivery.

Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles and learners' individual needs and allowing the choice of different recipes and ingredients.

Learners with additional support needs should be offered adequate support (eg using ASN Assistants or commercially available aids or adapting the kitchen and/or tools and equipment).

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [\*Course Specifications\*](#)
- ◆ [\*Design Principles for National Courses\*](#)
- ◆ [\*Guide to Assessment \(June 2008\)\*](#)
- ◆ [\*Overview of Qualification Reports\*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [\*SCQF Handbook: User Guide\*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Published:** January 2012 (draft version 1.0)

**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.



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## Draft Unit Support Notes — Cake Finishing (National 5)

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For general advice and guidance on the Unit.



This edition: January 2012, draft version 1.0

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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Cake Finishing (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

# General guidance on the Unit

## Aims

The general aim of this Unit is to equip learners with the ability to assemble and finish, safely and hygienically, unique celebration cakes and any other baked items. Learners will use the finishing techniques employed in cake assembly and finishing and demonstrate their creativity in doing so.

Learners who complete this Unit will be able to:

- ◆ prepare for assembly and finishing
- ◆ assemble and finish the baked items
- ◆ work safely and hygienically in the context of assembly and finishing

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or equivalent experience:

- ◆ Hospitality: Practical Cookery (National 4 or relevant component Units)
- ◆ Hospitality: Practical Cookery (Intermediate 1 or relevant component Units)
- ◆ Hospitality (Skills for Work — SCQF level 4)
- ◆ Hospitality (National Certificate — SCQF level 4)
- ◆ Bakery (National Progression Award — SCQF level 4)
- ◆ Home Economics (Standard Grade — General level)
- ◆ Art and Design (National 4 or relevant component Units)
- ◆ Art and Design (Standard Grade — General level)
- ◆ equivalent qualifications

Nevertheless, colleges might offer this Unit to people returning to work, the unemployed or mature students who have no previous qualifications or subject knowledge.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Hospitality: Practical Cake Baking and Finishing (National 5) *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## **Progression from this Unit**

This Unit or its components may provide progression to:

- ◆ Bakery SVQs (Levels 2 and 3)
- ◆ Art and Design (Higher or relevant component Units)
- ◆ Practical Cookery (National 5 or relevant component Units — lateral progression)
- ◆ Art and Design (National 5 or relevant component Units — lateral progression)
- ◆ Hospitality (Skills for Work; SCQF level 5 — lateral progression)
- ◆ Hospitality (National Certificate; SCQF level 5 — lateral progression)
- ◆ further study, employment and/or training

Draft

# Approaches to learning and teaching

Learning and teaching approaches should be learner centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant IT skills effectively. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities.

There are different ways of delivering this Unit. While each Unit stands alone and does not depend on the other, both may be delivered as part of the Course. When the latter approach is used, the Units may either be taught in sequence or be fully integrated. When the Units are delivered in an integrated way, individual Outcomes may be integrated both within and across the Units.

An integrated approach is outlined in the *Course Support Notes*, which also suggest a range of learning and teaching approaches applicable to both Units.

Regardless of whether both Units are integrated, learners should be given the opportunity to work towards the Outcomes in this Unit in an integrated way.

The safety and hygiene aspect should permeate the whole Unit and, in order to be meaningful, must be integrated within all cake finishing activities. In order to bring the safety and hygiene aspect to life, teachers/lecturers could ask learners to research it using a variety of sources, including the internet. Learners could then present the findings of their research to the whole class. They might also complete a worksheet, which could be used for assessment purposes.

Teachers and lecturers should encourage personalisation and choice, as this will allow learners to express themselves creatively and further enhance the creative and expressive nature of this Unit. Teachers/lecturers should thus allow the choice of different:

- ◆ recipes
- ◆ cake designs and ways of presentation
- ◆ combinations of colour
- ◆ coatings, fillings and embellishments
- ◆ finishing application techniques
- ◆ finishing decoration techniques
- ◆ different methods of conducting research into the theoretical aspects of the Unit and of presenting the findings

One of the key purposes of this Unit is to develop learners' skills and creativity in cake finishing. Teachers/lecturers should clearly explain the purpose of cake finishing tools and equipment and show learners how to use them. An innovative use of everyday items as finishing tools should be encouraged, eg cotton reels for wheels, straw ends/paperclips for smile tools, buttons for embossing, paint brushes for fine details, a garlic press for an extrusion tool.

Teachers/lecturers should demonstrate all relevant techniques and processes, ensuring that they are thoroughly understood by learners. Demonstrations should be clear and logically sequenced to ensure that the learners understand each

process before proceeding to the next. Learners should practise each technique, with additional practice offered when necessary. Reinforcement will be the key to ensuring that learners acquire the relevant skills.

Encouraging creativity in the application of finishing techniques is an important feature of the Unit. Teachers/lecturers should, therefore, offer learners sufficient opportunities to further develop a broad range of artistic techniques gained in other contexts and to consolidate them through practical workshops. These artistic techniques could include brush embroidery, weaving and decoupage. Learners should be encouraged to draw on all aspects of design, such as shape, colour, texture, balance, precision and different media to create unique cake shapes and designs and to modify existing products to create entirely new, original, items. It should be noted that there is a distinction between finishing application techniques and finishing decoration techniques, the latter being inherently creative.

To make the Unit engaging, teachers/lecturers could use, and encourage learners to use, a wide variety of resources, such as video footage from websites, TV, DVDs, CD-ROMs, videos, photographs or slide shows of previously produced cakes, food brochures or cake books or magazines. Use could also be made of the contacts with industry partners and visits to local cake shops, bakeries or supermarkets or to cake shows and exhibitions. Ready-made cakes or biscuits could also be bought for learners to practise on. Speakers or experts from the local community could be called upon to give talks, demonstrations and presentations.

Other innovative approaches to learning and teaching are suggested in the *Course Support Notes*.

The table below suggests some activities which could support the delivery of this Unit.

<b>Topic</b>	<b>Suggested experiences and activities</b>
Preparation and finishing	<ul style="list-style-type: none"><li>◆ carrying out research into cake finishing using the internet, food brochures and cake books or magazines</li><li>◆ watching TV, DVDs, CD-ROMs, slide shows, video footage from websites, photographs</li><li>◆ reading blogs</li><li>◆ researching recipes and ingredients</li><li>◆ watching live demonstrations</li><li>◆ visiting local cake shops, bakeries or supermarkets where in-store baking takes place</li><li>◆ attending local cake shows or exhibitions</li><li>◆ making presentations</li><li>◆ listening to guest speakers/industry experts</li><li>◆ video-conferencing between centres</li><li>◆ group discussions and teacher-led discussion</li><li>◆ practical workshops</li><li>◆ peer/self-evaluation</li><li>◆ team challenges</li><li>◆ entering local or national competitions</li><li>◆ community project work</li></ul>

Working safely and hygienically	<ul style="list-style-type: none"><li>◆ listening to Environmental Health presentations</li><li>◆ working towards the Elementary Food Hygiene certificate</li><li>◆ watching TV, DVDs/CD-ROMs</li><li>◆ completing worksheets</li><li>◆ peer/self-evaluation</li><li>◆ keeping up to date with current legislation and good practice in health and safety and food hygiene</li></ul>
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## Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Approaches to assessment and gathering evidence

There are different approaches to assessment, and teachers/lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives. Each learner will progress at a different rate, and teachers/lecturers should be able to determine when the learner is ready to be assessed.

Teachers/lecturers should give learners accurate and regular feedback about their learning and ensure that they are actively involved in the assessment process.

Approaches to assessment should encourage personalisation and choice, mirroring those outlined in the section on Approaches to Learning and Teaching. A range of activities which could be used for assessment purposes can be found in the section on the Approaches to Learning and Teaching.

During practical assessment for this Unit, teachers/lecturers will usually observe learners' performance and complete an observation checklist confirming whether the learner has met the requirement of each Assessment Standard.

This Unit will be assessed by teachers/lecturers on a pass/fail basis. Unit assessment will be based on the *Unit Specification* for Cake Finishing.

In this Unit, learners will be expected to prepare for assembly and finishing and to assemble and finish baked items. Preparing for assembly and finishing will involve the following stages:

- ◆ selecting a suitable recipe for the chosen fillings and/or coatings when required
- ◆ preparing ingredients for finishing
- ◆ selecting the appropriate finishing techniques
- ◆ preparing tools and equipment for assembly and finishing

Assembly and finishing will involve:

- ◆ assembling the baked items
- ◆ creating the desired shape
- ◆ selecting appropriate coatings/coverings
- ◆ using appropriate tools and equipment to apply finishing techniques

The requirement to work safely and hygienically is embedded in both Outcomes and will be assessed. Learners will be expected to follow safe and hygienic working practices during all assembly and finishing activities.

Practical assessment will be supplemented by assessment of the underpinning knowledge, which may take a variety of forms, such as oral questioning, discussions or internet- or paper-based questions.

Learners should maintain a portfolio of evidence, which may be an e-portfolio. The portfolio will include checklists for the demonstrated skills and may include photographic or video evidence.

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of this Unit either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

## **Combining assessment within Units**

Wherever possible, assessment within the Unit should be integrated because both Outcomes lend themselves to being assessed together.

An integrated approach to Unit assessment will:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of this Unit with those of the Cake Baking Unit
- ◆ make more sense to learners and avoid duplication of assessment
- ◆ ensure greater rigour in assessment
- ◆ allow for evidence for this Unit to be drawn from a range of activities, making it easier to cover aspects which may not occur in a one-off assessment
- ◆ use assessment opportunities efficiently and reduce over-assessment

Integrating assessment will also minimise repetition, allow more time for learning and enable centres to manage the assessment process more efficiently.

A combined assessment activity would cover preparing for assembling and finishing a cake and then assembling and finishing it. When the evidence for both Outcomes is gathered through a range of activities assessed holistically, it must be clear how the evidence covers each Outcome.

When assessment within the Unit is holistic, teachers/lecturers should take particular care to track the evidence for each individual Outcome to ensure that learners who do not achieve both Outcomes may still get the recognition for the Outcome they do achieve.

## **E-assessment**

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where appropriate, teachers/lecturers should use technology to support not only learning and teaching in this Unit but also assessment of their learners and to reinforce the acquisition of the underpinning knowledge.

Learners should be encouraged to carry out internet-based research, for example into the health impacts of ingredients used in cake finishing or the safety and hygiene aspect. The findings of such research could then be presented in an

e-portfolio, which generally supports personalisation, or conveyed through presentations.

Learners could also use blogs, intranets and virtual learning environments to reflect on their learning in this Unit and to share their achievements with others. These methods could then be used by teachers/lecturers to contribute to authenticating any research which learners carry out in their own time. Other, emerging, technologies could also be used to enhance learners' assessment experience in this Unit.

When aspects of the Unit are delivered online, perhaps by inter-school or school–college partnership, e-assessment could be used to support such delivery.

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## Equality and inclusion

This Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. The Unit takes into account the needs of all learners and recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching methods and to draw on a range of mechanisms supporting delivery.

Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles and learners' individual needs and allowing the choice of different recipes and ingredients.

Learners with additional support needs should be offered adequate support (eg using ASN Assistants or commercially available aids or adapting the kitchen and/or tools and equipment).

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [\*Course Specifications\*](#)
- ◆ [\*Design Principles for National Courses\*](#)
- ◆ [\*Guide to Assessment \(June 2008\)\*](#)
- ◆ [\*Overview of Qualification Reports\*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [\*SCQF Handbook: User Guide\*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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