

Draft National Unit Specification



Unit title: Cake Baking (National 5)
SCQF: level 5 (9 SCQF credit points)
Unit code: to be advised

Unit outline

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:

- 1 Prepare for baking
- 2 Bake cakes and other chosen items
- 3 Work safely and hygienically in the context of baking

This Unit is a mandatory Unit of the Practical Cake Baking and Finishing (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

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

- ◆ Hospitality: Practical Cookery (National 4) Course or relevant component Units
- ◆ Health and Food Technology (National 4) Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Prepare for baking by:

1.1 Planning baking:

- ◆ Select baking recipes appropriate for baking five items, at least four of which must be cakes
- ◆ Identify the seven techniques used in cake baking and select the technique appropriate for baking each of the chosen items
- ◆ Techniques: weighing and measuring; whisking; creaming; mixing; folding; incorporating; depositing
- ◆ Plan the stages of baking in a logical sequence

1.2 Preparing ingredients for baking:

- ◆ Select the necessary ingredients, taking account of their appropriateness to, and health impact on, the items to be baked
- ◆ Calculate the proportions of the selected ingredients and scale each of the selected recipes to make it appropriate for a given cake size
- ◆ Weigh and measure the ingredients

1.3 Preparing equipment for baking:

- ◆ Select suitable equipment
- ◆ Prepare the selected equipment in the way appropriate to the items to be baked and to the selected technique

Outcome 2

The learner will:

2 Bake cakes and other chosen items by:

2.1 Following the production method for each of the five items. This will involve:

- ◆ using appropriate equipment
- ◆ controlling the oven temperature
- ◆ incorporating the ingredients
- ◆ adjusting the consistency when appropriate

2.2 Depositing the mixture appropriately

2.3 Carrying out readiness tests and responding appropriately

2.4 Cooling and storing the baked items

2.5 Evaluating the baked items in terms of their texture and appearance and, when appropriate, taste

Outcome 3

The learner will:

- 3 Work safely and hygienically in the context of baking by:**
 - 3.1 Observing personal hygiene
 - 3.2 Handling equipment safely and hygienically
 - 3.3 Handling the ingredients and baked items safely and hygienically
 - 3.4 Maintaining the work area in a safe, hygienic and organised manner

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience and understanding of their learners to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence for this Unit will be practical. Evidence for Outcome 1 and Outcome 2 may be either presented separately or gathered through one single activity assessed holistically. If the latter approach is used, it must be clear how the evidence covers each outcome. However, assessment of Outcome 3 must be integrated with that of the other two, which will provide the context in which learners will demonstrate their ability to work safely and hygienically.

Learners' assessment performance will be observed by assessors, who will complete an assessor's observation checklist for each learner. The checklist will confirm whether the learner has met the requirements of each Assessment Standard.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

2 Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement

4 Employability, enterprise and citizenship

- 4.1 Employability

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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