

National Unit Specification: general information



UNIT: Bread Making: An Introduction (SCQF level 4)

CODE F98Y 10

SUMMARY

This Unit is a mandatory Unit of the National Progression Award in Bakery, but can be taken as a free-standing Unit. The Unit is designed to introduce candidates to the bread making processes that are currently in use within the craft baking industry. It is primarily a practical Unit and will enable candidates to produce a range of bread goods and understand the processes and terminology used to produce them. Candidates will use the equipment and techniques using the correct health and safety and food hygiene procedures together with the law and regulations pertaining to the industry.

OUTCOMES

- 1 Select and prepare ingredients according to the product specification.
- 2 Carry out a range of mixing and preparation procedures according to the product specification.
- 3 Complete the product according to the product specification.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at SCQF level 4 (6 SCQF credit points at SCQF level 4*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

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CORE SKILLS

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

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

National Unit Specification: statement of standards

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

OUTCOME 1

Select and prepare ingredients according to the product specification.

Performance Criteria

- (a) Ingredients are selected according to product specification.
- (b) The selected ingredients are weighed and measured according to the product specification.
- (c) The selected ingredients are prepared according to product specification.

OUTCOME 2

Carry out a range of mixing and preparation procedures according to the product specification.

Performance Criteria

- (a) Use a range of mixing methods and preparation procedures according to the product specifications.
- (b) Use a range of mixing machines and preparation procedures according to the product specifications.
- (c) Each activity is carried out using the correct health and safety and food hygiene procedures.

OUTCOME 3

Complete the product according to the product specification.

Performance Criteria

- (a) Processing methods are carried out according to the product specifications.
- (b) The required temperature is set according to the product specification.
- (c) The baking time is calculated and monitored according to the product specification.
- (d) The completed bread and rolls are finished using an appropriate dressing to a commercially acceptable standard.
- (e) Each activity is carried out using the correct health and safety and food hygiene procedures.

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Performance evidence is required for this Unit.

Practical activities for this assessment should be carried out under supervision and should provide opportunities to demonstrate good working practice.

Outcomes 1, 2 and 3 — Performance evidence

Candidates will be required to demonstrate by practical activity that they are able to:

- ◆ select ingredients according to the product specification
- ◆ weigh and measure selected ingredients accurately
- ◆ use mixing procedures according to the product specification
- ◆ use preparation procedures according to the product specification
- ◆ carry out processing methods according to the product specification
- ◆ set the required temperatures according to the product specification
- ◆ calculate and monitor the baking time accurately according to the product specification
- ◆ finish and dress the bread and rolls using an appropriate dressing
- ◆ carry out each activity using current health and safety and food hygiene procedures

Product range

Flour — white bread flour; brown flour; wholemeal; Granary; germ-meal.

At least three flours should be used to produce and finish a minimum of two loaves tinned, two oven bottom, cobs, plaits or bloomers and a minimum of 18 rolls.

Speciality breads — baguettes; focaccia; ciabatta; pizza; cholla; milk; multi grained; rye.

A minimum of three speciality breads from the range should be produced and finished.

Preparation procedures — weighing; measuring; hand moulding; product shaping; tin preparation; proving.

Preparation procedures should be used on at least one occasion.

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Process Methods

- ◆ Conventional — bulk fermentation; straight dough; ferment, sponge and dough.

A minimum of two conventional methods should be used.

- ◆ Commercial — ADD, high speed/commercial mixer/food processor.

Both commercial methods should be used on a minimum of one occasion.

Temperatures for — water; dough; prover; oven.

The correct temperature should be selected on a minimum of one occasion for each.

Finishes — flour; seeds; glaze; herbs; cheese.

All finishes should be used on a minimum of one occasion.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit of the National Progression Award in Bakery, but can be taken as a free-standing Unit.

Practical activities should be carried out either in a professional bakery, realistic working environment or real workplace, which involves working with others in a team to develop good working practice.

The focus of this Unit is practical. The Unit will develop the skills required to carry out a range of preparation techniques, methods of baking and finishing techniques for bread products.

It is essential that relevant aspects of current health and safety and food hygiene legislation are explained and applied throughout the practical activities of this Unit.

Candidates should be aware of hazards and risks associated with working in the professional bakery and the controls which are in place to minimise risk. Before using a piece of machinery, candidates should understand its purpose and use, its temperature and time settings (if appropriate), how to recognise faults and report them and also the correct procedures for storage of any machinery after use. The candidate should also be made aware of and carry out the methods of cleaning appropriate to bakery processes.

Bread products should be carefully selected and used as a means of developing an understanding and practical experience of the processes, ingredients, materials and equipment used in their manufacture.

National Unit Specification: support notes (cont)

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Structured worksheets should be used during the delivery of this Unit. This would encourage the candidate to reflect on the equipment, ingredients and processes that they have used. It would also provide a reference for them of the activities that they have been involved in and the range of products that they produced. The worksheet should include the following headings:

- ◆ Types of flour
- ◆ Other ingredients
- ◆ The fermentation process
- ◆ Biological and physical aeration
- ◆ Dough conditioning
- ◆ Equipment
- ◆ Mixers
- ◆ Temperatures for — water; dough; proving; oven
- ◆ Finishes applied

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The requirements for the Unit should be discussed with candidates as part of the induction to the Unit. The main approach to learning and teaching should be practical and experiential. Candidates should be encouraged to learn through a variety of activities which are designed to enhance their awareness of the work that goes on in the bakery. Candidates should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace.

Each part of teaching/learning should incorporate both theory and practice to facilitate learning, and all Outcomes should be integrated so that the candidate experience is of a completed product on each occasion.

Opportunities should be taken to integrate the required knowledge of food hygiene and health and safety while participating in practical activities. In this way, food hygiene and health and safety procedures will not only be more relevant but will be more easily understood and remembered. Candidates should always be made aware of hazards and risks when working in the bakery and the controls that are in place to minimise these risks. The emphasis should always be on the practice of working safely and hygienically.

All new techniques and equipment should be demonstrated by the teacher/lecturer prior to the candidates undertaking the preparation of bread products. The development of correct working practices must be emphasised.

National Unit Specification: support notes (cont)

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Candidates should be given clear instructions for each task to ensure that they are fully aware of what is expected of them. They should be encouraged to follow standard recipes when carrying out the practical tasks, and to store these recipes for future reference.

Culinary terms commonly associated with bread products should be explained and candidates should be encouraged to use them appropriately during practical activities.

The teacher/lecturer should encourage candidates to monitor the baking process with regard to temperature and time, and to demonstrate techniques to check products for readiness.

It is strongly recommended that candidates should complete structured worksheets to track the practical activities in which they have participated. This would encourage candidates to reflect on their performance.

The Unit, therefore, should incorporate a variety of approaches to teaching and learning, including:

- ◆ teacher/lecturer demonstrations
- ◆ practical activities
- ◆ a variety of resources
- ◆ reflection and evaluation
- ◆ structured worksheets

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be weighing and measuring. Therefore, there will be opportunities to develop aspects of the following Core Skill:

- ◆ *Numeracy*

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to keep track of candidate progress and provide evidence for internal and external verification purposes.

The Assessment Support Pack provided for this Unit illustrates the standard that should be applied. It includes assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes:

Version	Description of change	Date
02	Minor amends to p 4. Typographical error corrected and 'product range' for flour amended from ' Flour — white; wheaten; wholemeal; granary; germ' to ' Flour — white bread flour; brown flour; wholemeal; Granary; germ-meal'.	19/10/2010