



National Unit Specification

General information

Unit title: Cake Decoration (SCQF level 4)

Unit code: F992 10

Superclass: NE

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Version: 03

Unit purpose

This unit is a mandatory unit of the National Progression Award in Bakery, and can be taken as a free-standing unit. The unit will introduce learners to the preparation and application of a range of basic cake coatings to a variety of cake types.

Learners will learn about, processes and techniques while preparing and applying a range of cake coatings. They will also learn about decorative techniques, and how to use them to produce the desired effect on a cake. How to carry out the work in a safe and hygienic manner will be reinforced at all times.

This unit is suitable for learners with no previous experience of cake decoration.

Outcomes

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

- 1 Prepare a range of cake coatings.
- 2 Apply the coatings to a range of cake types.
- 3 Use simple decorative techniques to achieve the desired effect.

Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

Recommended entry to the unit

Entry is at the discretion of the centre.

National Unit Specification: General information (cont)

Unit title: Cake Decoration (SCQF level 4)

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

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

Context for delivery

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

This unit is a mandatory unit of the National Progression Award in Bakery, and can also be taken as a free-standing unit. Learners should work with previously prepared cake bases.

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

Equality and inclusion

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

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

Unit title: Cake Decoration (SCQF level 4)

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

Outcome 1

Prepare a range of cake coatings.

Performance criteria

- (a) Ingredients are selected, weighed and measured, according to the product specification.
- (b) Ingredients are prepared to the required consistency.
- (c) The preparation for use of manufactured coating products is according to the manufacturers' instructions.
- (d) Each activity is carried out using the correct health and safety and food hygiene procedures.

Outcome 2

Apply the coatings to a range of cake types.

Performance criteria

- (a) The top and/or sides of each cake is covered according to the product specification.
- (b) The thickness of the coating is evenly applied as specified.
- (c) Each activity is carried out using the correct health and safety and food hygiene procedures.

Outcome 3

Use simple decorative techniques to achieve the desired effect.

Performance criteria

- (a) The decorative techniques used are appropriate to cake types.
- (b) The decorative techniques used are neat and evenly spaced to achieve the desired effect.
- (c) Piping equipment is used to produce shapes of a regular size.
- (d) The positioning of edible items is accurate and neat.
- (e) Each activity is carried out using the correct health and safety and food hygiene procedures.

National Unit Specification: Statement of standards (cont)

Unit title: Cake Decoration (SCQF level 4)

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Evidence is required to demonstrate that all outcomes and performance criteria have been met. Performance evidence is required for this unit.

Practical activities for this unit should be carried out under supervision in a professional setting and should provide opportunities to demonstrate good working practice.

Outcomes 1, 2 and 3: Performance evidence

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

- ◆ select, weigh and measure ingredients according to the product specification
- ◆ prepare ingredients to the required consistency
- ◆ prepare manufactured coating products according to the manufacturers' instructions
- ◆ cover the top and/or sides of each cake according to the product specification
- ◆ ensure the thickness of the coating is evenly applied as specified
- ◆ use decorative techniques appropriate to cake types
- ◆ ensure decorative techniques used are neat and evenly spaced to achieve the desired effect
- ◆ use piping equipment to produce shapes of a regular size
- ◆ position edible items accurately and neatly
- ◆ carry out each activity using the correct health and safety and food hygiene procedures

Coatings — buttercream, sugar paste, ganache, chocolate coating, water icing, fondant, royal icing, marzipan.

Cake shapes — round, square, oblong, hexagonal or other shaped cakes.

Processes — preparing, trimming, shaping, coating, spreading.

Decorative techniques — crimping, piping, modelling, embossing, stencilling, applying previously prepared shapes and commercially available decorations.

- ◆ At least four coatings should be prepared and applied to a minimum of two cake shapes.
- ◆ Each process should be used on a minimum of one occasion.
- ◆ Each decorative technique should be used on a minimum of one occasion.

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



National Unit Support Notes

Unit title: Cake Decoration (SCQF level 4)

Unit support notes are offered as guidance and are not mandatory.

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

Guidance on the content and context for this unit

This unit is a mandatory unit of the National Progression Award in Bakery, and can be taken as a free-standing unit. Learners should work with previously prepared cake bases.

Practical activities should be carried out in a professional setting which involves working with others to develop good working practice. The unit will develop the skills required to carry out a range of preparation and decorating techniques for cake decoration.

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. Learners should be aware of hazards and risks associated with working in a food preparation area and the controls which are in place to minimise risk. Learners should also be made aware of and carry out the cleaning methods appropriate to the preparation of ingredients and cake products.

In this unit, the use of machinery will be limited, but where equipment is introduced to the learning activities, learners 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 cleaning and storage of any machinery after use.

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

Examples of cake types that could be used, in order to apply a range of coating and decorative techniques, are as follows:

- ◆ whisked sponge
- ◆ Swiss roll
- ◆ Victoria sandwich
- ◆ lemon drizzle cake
- ◆ chocolate brownie
- ◆ carrot cake
- ◆ coconut cake
- ◆ fruit or sultana cake

National Unit Support Notes (cont)

Unit title: Cake Decoration (SCQF level 4)

- ◆ gingerbread
- ◆ muffins/cup cakes
- ◆ Madeira cake
- ◆ Battenberg cake

Learners should work with a variety of cake shapes, which may include the following:

- ◆ round
- ◆ square
- ◆ oblong
- ◆ hexagonal
- ◆ other shaped cakes

The types of coatings that learners should select from to prepare and apply are as follows:

- ◆ buttercream
- ◆ sugar paste
- ◆ ganache
- ◆ chocolate coating
- ◆ water icing
- ◆ fondant
- ◆ royal icing
- ◆ marzipan
- ◆ a combination of these coatings can be used to achieve the desired finish — for example, sugar paste and royal icing

The processes that learners should use are:

- ◆ preparing
- ◆ trimming
- ◆ shaping
- ◆ coating
- ◆ spreading

The decorative techniques that learners should use are:

- ◆ crimping
- ◆ piping
- ◆ modelling
- ◆ embossing
- ◆ stencilling
- ◆ previously prepared shapes
- ◆ commercially available decorations

National Unit Support Notes (cont)

Unit title: Cake Decoration (SCQF level 4)

Guidance on approaches to delivery of this unit

This unit can be offered in conjunction with other units, eg Introduction to Craft Baking.

The requirements for the unit should be discussed with learners as part of their introduction to it.. The main approach to learning and teaching will be practical and experiential. Learners should be encouraged to learn through a variety of activities which are designed to enhance their awareness of the work that goes on in cake decoration.

In this unit, each part of teaching and learning should incorporate some background theory to support practice in facilitating learning, and all outcomes should be integrated so that the learner 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.

Learners should always be made aware of hazards and risks when working in food preparation areas and the controls that are in place to minimise these risks. The emphasis should always be on the practice of working safely and hygienically. The correct use of protective clothing and headwear should be encouraged. Removal of all jewellery and nail polish is also recommended.

All new techniques and equipment should be demonstrated by the teacher/lecturer prior to the learners undertaking the preparation of products. The development of correct working practices must be emphasised. Throughout this unit, the emphasis should be based on establishing basic skills. These skills should be developed by practical activity.

Learners should be introduced to as wide a range of coatings as possible. They should experiment with the preparation and application of coatings until a satisfactory finish is achieved. A similar approach could be adopted with simple piping techniques. When applying coatings, learners should ensure that when they are working with sugar paste and marzipan that there are no air bubbles, ridges or cracks and when they are working with water icing and chocolate coating that the edge is clearly defined and there are no runs or finger marks.

Examples of decorations that could be used are; , chocolate vermicelli, chocolate pieces, edible shapes (marzipan or sugar paste) piped flowers and motifs, , glacé fruits, crystallised fruits, coconut or nuts. This may also include the use of moulded shapes, cut outs and stencil designs appropriate to the type of cake.

Learners should be given clear instructions for each task to ensure that they are fully aware of what is expected of them and they should be encouraged to follow appropriate techniques to achieve the desired finish when carrying out practical tasks. It is also recommended that learners gather examples of photographic evidence to compile a folio of evidence for future reference. Use of the internet can facilitate this activity.

National Unit Support Notes (cont)

Unit title: Cake Decoration (SCQF level 4)

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

- ◆ teacher/lecturer demonstrations
- ◆ practical activities

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

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 learner 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, and includes assessor observation checklists. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

Opportunities for e-assessment

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

Opportunities for developing Core and other essential skills

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

- ◆ Numeracy

History of changes to unit

Version	Description of change	Date
03	Minor amendments to wording throughout for clarification.	26/11/19
02	Minor amends to pp 4–6. 'Butter cream' and 'chocolate ganache' amended to 'buttercream' and 'ganache'. 'Victoria sponge' amended to 'Victoria sandwich'.	19/10/19

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General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to introduce you to the preparation and application of basic cake coatings to a variety of cake types. It will involve practical based learning and covers the following:

- ◆ Developing an understanding of the processes and techniques while preparing and applying a range of cake coatings.
- ◆ Recognising which decorative techniques are appropriate to cake types
- ◆ How to work in a safe and hygienic manner

You will prepare any four of the following coatings and apply them to two cake shapes :

- ◆ Buttercream
- ◆ Sugar paste
- ◆ Ganache
- ◆ Chocolate coating
- ◆ Water icing
- ◆ Fondant
- ◆ Royal icing
- ◆ Marzipan

You will use each of the processes:

- ◆ Preparing
- ◆ Trimming
- ◆ Shaping
- ◆ Coating
- ◆ spreading

From each process, you will use a variety of decorative techniques. Suggestions on types of techniques that can be used are:

- ◆ crimping
- ◆ piping
- ◆ modelling
- ◆ embossing
- ◆ stencilling
- ◆ applying

Successful completion of this unit will also enable you to develop aspects of the following Core Skills:

- ◆ Numeracy