

Cake Finishing

SCQF: level 5 (9 SCQF credit points)

Unit code: J1YS 75

Unit outline

The general aim of this Unit is to equip learners with the ability to creatively finish cakes and other baked items safely and hygienically.

Learners who complete this Unit will be able to:

- 1 Prepare for finishing cakes and other baked items
- 2 Apply a range of finishing techniques to cakes and other baked items

This Unit is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide 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 Unit Assessment Support*.

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:

- ◆ National 4 Practical Cookery Course or relevant Units
- ◆ National 4 Health and Food Technology Course or relevant Units
- ◆ National 4 Art and Design Course or relevant component Units

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*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Prepare for finishing cakes and other baked items by:

- 1.1 Selecting suitable fillings and coatings
- 1.2 Planning the stages of finishing
- 1.3 Selecting, accurately weighing and measuring the ingredients, following recipes where appropriate, and taking account of proportions where necessary
- 1.4 Following safe and hygienic working practices

Outcome 2

The learner will:

2 Apply a range of finishing techniques to cakes and other baked items by:

- 2.1 Trimming and shaping the cakes or other baked items, where necessary, using appropriate tools and/or equipment
- 2.2 Applying appropriate coatings to the cakes or other baked items using the correct finishing application techniques
- 2.3 Creatively applying the finishing decoration techniques to the cakes or other baked items
- 2.4 Evaluating the finished cakes or other baked items
- 2.5 Following safe and hygienic working practices

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 both Outcomes in this Unit will normally be combined and assessed holistically by a practical activity. If this approach is used, it must be clear how the evidence covers each Outcome.

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

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

Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ Assessment Standards 1.4 and 2.5, 'Working safely and hygienically', can be assessed holistically. If Assessment Standards 1.4 and
- ◆ 2.5 are assessed holistically, for re-assessment purposes, seven out of the nine Assessment Standards are required.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

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

2.2 Money, time and measurement

4 Employability, enterprise and citizenship

4.1 Employability

5 Thinking skills

5.2 Understanding

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*.

Appendix: Unit support notes

Introduction

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

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning, teaching and assessment

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 cake-finishing skills effectively. The underpinning knowledge should be combined with practical activities.

Fillings and coatings from those listed below should be used to finish the baked items produced:

	Filling	Coating
Buttercream	✓	✓
Frosting	✓	✓
Cream	✓	✓
Ganache	✓	✓
Melted chocolate		✓
Jams and curds	✓	
Marzipan/ almond paste		✓
Royal icing		✓
Sugarpaste		✓

Some suitable recipes for fillings and/or coatings are given on the following pages.

Vanilla buttercream (filling or coating)

(This recipe can be scaled as required. The quantities below will coat a cake with a diameter of 15 cm, or approximately 12 cupcakes.)

Ingredients

140 g softened butter
280 g icing sugar (sifted)
5 ml vanilla essence*
A few drops food colouring (if required)

Method

- 1 Beat the softened butter and half of the icing sugar together until light and well mixed.
- 2 Add vanilla essence and the remainder of the icing sugar. Continue to beat until a soft consistency is achieved.
- 3 If required, stir in colouring until well combined.

* Vanilla essence can be substituted with other essences, flavourings or extracts, or with grated citrus peel in order to complement various baked items.

Vanilla frosting (filling or coating)

(This recipe can be scaled as required. The quantities below will coat a cake with a diameter of 15 cm, or approximately 12 cupcakes.)

Ingredients

80 g	softened butter
250 g	icing sugar
25 ml	whole milk
A few drops	vanilla essence*

Method

- 1 Beat the softened butter and the icing sugar with an electric mixer until the mixture comes together and is well mixed.
- 2 Turn the mixer down to slow speed, combine the milk and vanilla essence in a separate bowl then slowly add to the butter mixture until combined.
- 3 Turn the mixer to high speed and beat until the frosting is light and pale.

* Vanilla essence can be substituted with other essences, flavourings or extracts, or with grated citrus peel in order to complement various baked items.

Ganache (filling or coating)

(This recipe can be scaled as required. The quantities below will coat a cake with a diameter of 15 cm, or approximately 12 cupcakes.)

Ingredients

145 ml fresh double cream
250 g chocolate (dark, milk or white)

Method

- 1 Bring the cream to the boil.
- 2 Add the chocolate and stir until the chocolate has melted and the mixture is combined.

For filling and/or coating cakes and gateaux, the ganache should be allowed to cool enough to give a spreading consistency and used when still warm.

For piped shapes and designs, the ganache should be left until almost cold and then whisked until it holds its shape.

Royal icing (coating)

Ingredients

12.5 g	albumen powder*
90 ml	water
450 g	icing sugar (sifted)

Method

- 1 Mix the albumen powder into the water. The resulting liquid will be lumpy and can give off a strong smell. Do not try and whisk out the lumps of coagulated albumen — leave it for at least 15 minutes to dissolve.
- 2 Sieve the albumen and water mixture into a mixing bowl.
- 3 Add half of the icing sugar and beat until the mixture has a smooth consistency. (An electric mixer can be used for this.) Remember to clean down the sides of the bowl to incorporate any sugar that may be sticking to it.
- 4 Add the remainder of the icing sugar and beat for 12–14 minutes.
- 5 The correct consistency is reached when the icing can stand up in soft peaks when using for coating, and firm peaks when using for piping.

* Albumen powder contains a foaming agent that helps it reach the correct consistency more quickly than fresh egg white, therefore it requires less beating. If you overbeat it, your icing will be very hard and flinty. It is advisable to follow the manufacturer's instructions when using dried egg albumen as quantities can sometimes vary.

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

Topic	Skills, knowledge and understanding	Suggested experiences and activities
Preparing for finishing	<ul style="list-style-type: none"> ◆ identifying fillings and coatings suitable for finishing ◆ selecting appropriate recipes for the preparation of the chosen fillings and coatings where required ◆ identifying and selecting appropriate finishing techniques ◆ planning the stages of finishing in a logical sequence ◆ preparing ingredients for finishing ◆ identifying, selecting and preparing tools and equipment for finishing 	<ul style="list-style-type: none"> ◆ carrying out research into cake finishing using the internet, food brochures and cake books or magazines ◆ watching TV programmes, video or internet clips, photographs ◆ reading blogs ◆ researching recipes and ingredients ◆ watching live demonstrations ◆ visiting local cake shops, bakeries or supermarkets where in-store baking takes place ◆ attending local cake shows and exhibitions ◆ listening to guest speakers/industry experts ◆ video-conferencing between centres, if appropriate ◆ group discussions and teacher-led discussion ◆ preparing for local or national competitions
Finishing	<ul style="list-style-type: none"> ◆ trimming the prepared baked items, where applicable, to create the desired shape, using appropriate tools and/or equipment where necessary ◆ selecting and using the appropriate coatings and fillings ◆ using the appropriate application techniques (such as: coating, piping, rolling, smoothing, spreading, and trimming), tools and/or equipment to finish the baked items ◆ applying the appropriate finishing decoration techniques (such as: crimping, embossing, texturing, modelling, piping, stencilling, and using commercial cutters or aids) with creativity, flair and resourcefulness, using 	<ul style="list-style-type: none"> ◆ practical workshops ◆ team challenges ◆ entering local or national competitions for cake finishing ◆ self and peer evaluation

	<p>appropriate tools and equipment</p> <ul style="list-style-type: none"> ◆ storing the finished items correctly, using appropriate packaging ◆ evaluating the finished items in terms of their overall appearance, (including shape, design proportion, texture and colour balance) and, where appropriate, taste 	
	<ul style="list-style-type: none"> ◆ working safely and hygienically 	<ul style="list-style-type: none"> ◆ listening to Environmental Health presentations ◆ working towards food hygiene certificates ◆ watching TV, video and internet clips ◆ completing worksheets ◆ peer/self-evaluation ◆ keeping up to date with good practice in health and safety and food hygiene

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

During practical assessment for this Unit, teachers/lecturers will usually observe learners' performance and complete an observational 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.

Learners' day-to-day work may produce evidence which satisfies the 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

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

Administrative information

Published: July 2019 (version 2.0)

Superclass: NE

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.2	Unit Support Notes added Assessment standard threshold added.	Qualifications Manager	September 2018
2.0	Course re-named and re-coded.	Qualifications Manager	August 2019

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

© Scottish Qualifications Authority 2019