



Higher National Unit Specification

General information

Unit title: Specialised Pastry (SCQF level 7)

Unit code: J3HA 34

Superclass: NA

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Version: 01

Unit purpose

This unit is designed to enable learners to develop the knowledge, skills and techniques required to produce a range of chocolate bonbons, petit fours and simple showpieces using chocolate, boiled sugar and/or isomalt.

This unit is suitable for learners who have some cookery experience, for example at chef de partie level and/or have completed qualifications in Professional Cookery at SCQF level 5/6 and who wish to specialise as a pastry chef.

On completion of this unit, learners could progress to other units in Professional Cookery at SCQF levels 7/8 and/or seek employment in a professional kitchen in the pastry section.

Outcomes

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

- 1 Produce a range of chocolate bonbons and petit fours.
- 2 Produce a simple showpiece using boiled sugar and/or isomalt.
- 3 Produce a simple showpiece using chocolate.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Access is at the discretion of the centre. However, learners should be familiar with the basic professional kitchen environment through study of cookery at SCQF level 5/6 and/or relevant industrial experience.

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.

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.

Higher 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 SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Produce a range of chocolate bonbon and petit fours.

Knowledge and/or skills

- ◆ Factors that affect the quality of chocolate
- ◆ Scientific principles of tempering chocolate and cocoa butter
- ◆ Chocolate tempering techniques
- ◆ Techniques for producing and finishing moulded chocolate bonbons
- ◆ Techniques for producing and finishing dipped chocolate bonbons
- ◆ Items suitable for petit fours
- ◆ Storage and transportation of chocolate bonbon and petit fours
- ◆ Health and safety considerations
- ◆ Food hygiene requirements
- ◆ Organisational skills

Outcome 2

Produce a simple showpiece using boiled sugar and/or isomalt.

Knowledge and/or skills

- ◆ Scientific principles of boiling sugar and isomalt
- ◆ Boiling sugar and/or isomalt for pulling, casting and blowing
- ◆ Pulling simple sugar flowers and ribbons
- ◆ Casting simple sugar shapes
- ◆ Blowing simple sugar figures
- ◆ Creation of simple showpieces
- ◆ Storage and transportation of fabricated sugar/isomalt components and showpieces
- ◆ Health and safety considerations
- ◆ Food hygiene requirements
- ◆ Organisational skills

Higher National Unit Specification: Statement of standards (cont)

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Outcome 3

Produce a simple showpiece using chocolate.

Knowledge and/or skills

- ◆ Techniques for producing moulded chocolate shapes
- ◆ Techniques for producing simple chocolate flowers
- ◆ Techniques for producing simple piped chocolate components
- ◆ Techniques for producing modelling chocolate components
- ◆ Creation of simple showpieces
- ◆ Storage and transportation of fabricated chocolate components and showpieces
- ◆ Health and safety considerations
- ◆ Food hygiene requirements
- ◆ Organisational skills

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes. Written/oral, product and performance evidence is required for this unit.

Outcome 1 — Learners are required to:

- ◆ Identify the factors that affect the quality of chocolate
- ◆ Outline the scientific principles of tempering chocolate
- ◆ Describe the following methods of tempering chocolate and identify the specific temperature required for each method:
 - Direct
 - Seeding
 - Tabling
- ◆ Describe the reasons for tempering chocolate and identify the characteristics of tempered chocolate
- ◆ Explain how to identify when chocolate is correctly tempered
- ◆ Describe the effects and implications if chocolate is not tempered correctly
- ◆ Explain the factors that should be taken into consideration for the storage and transportation of chocolate bonbon and petit fours
- ◆ Using tempered chocolate, produce 12 pieces of each of the following
 - One type of moulded chocolate bonbon
 - One type of dipped chocolate bonbon
- ◆ Use the base products to produce 12 pieces of each of the following:
 - A fruit based petit fours
 - A nut based petit fours
 - A sugar based petit fours
 - An egg based petit fours
- ◆ Incorporate the use of mediums to enhance the presentation of the products
- ◆ Work in an organised manner
- ◆ Demonstrate safe and hygienic working practices

Higher National Unit Specification: Statement of standards (cont)

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Outcome 2 — Learners are required to:

- ◆ Explain the scientific principles of boiling sugar and isomalt for blowing, pulling and casting
- ◆ Explain the factors that should be taken into consideration for the storage and transportation of sugar/isomalt components and showpieces
- ◆ Correctly boil sugar and/or isomalt for blowing, pulling and casting
- ◆ Using either boiled sugar/or isomalt:
 - Produce a simple pulled sugar flower
 - Pull one coloured sugar ribbon
 - Cast a simple sugar shape
 - Blow a simple sugar figure
- ◆ Correctly store fabricated sugar/isomalt components
- ◆ Create an artistically designed showpiece (maximum height one meter) using the fabricated sugar/isomalt components produced
- ◆ Work in an organised manner
- ◆ Demonstrate safe and hygienic working practices

Outcome 3 — Learners are required to:

- ◆ Explain the factors that should be taken into consideration for storage and transportation of fabricated chocolate components and showpieces
- ◆ Temper white, milk and dark chocolate and coloured cocoa butter using each of the following methods on at least one occasion:
 - Direct method
 - Seeding method
 - Tabling methods
- ◆ Using tempered white, milk, dark chocolate or a combination of all three, produce simple:
 - Moulded chocolate shapes
 - Chocolate flowers
 - Piped chocolate components
 - Modelling chocolate components
- ◆ Correctly store tempered chocolate components
- ◆ Create an artistically designed showpiece (maximum height one meter) using the tempered chocolate components produced
- ◆ Work in an organised manner
- ◆ Demonstrate safe and hygienic working practices

All practical activities in this unit should be carried out under supervision in a realistic working environment (eg a training kitchen) or a real work place. Evidence of performance should be recorded using assessor observation checklists completed by the teacher/lecturer and include photographs of the items produced.

All written/oral evidence should be authenticated to confirm that the content is the learner's own work unless cited otherwise.



Higher National Unit Support Notes

Unit title: Specialised Pastry (SCQF level 7)

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 can be delivered as part of the following group awards, or as a stand-alone unit:

- ◆ Higher National Certificate in Professional Cookery at SCQF level 7
- ◆ Higher National Diploma in Professional Cookery with Management at SCQF level 8
- ◆ Professional Development Award in Professional Pastry at SCQF level 7

The focus of this unit is on practical vocational training and related theory that will prepare learners to specialise in pastry work; however, it is also suitable for learners who wish to learn general professional cookery skills.

The unit is intended to develop the knowledge and skills needed to produce a range of chocolate bonbons, petit fours and simple showpieces/table displays using chocolate, boiled sugar and/or isomalt, suitable for a variety of businesses. This unit will also enable learners to demonstrate their creative abilities; therefore, they should be encouraged to access a wide range of sources to research current styles and trends used in the industry.

Practical activities should be carried out in a realistic working environment (eg a training kitchen) or a real work place. The theory of the subject matter should clearly relate to the practical activities undertaken.

Opportunities should be taken to integrate food hygiene and health and safety knowledge into the practical activities. Learners need to be made aware of the hazards and risks associated with working in a professional kitchen and with the use of high-risk ingredients (such as boiled sugar) and equipment.

Guidance on approaches to delivery of this unit

Reference to the following publications may assist in the delivery of this unit:

The Art of the Confectioner: Sugarwork and Pastillage

Ewald Notter, Joe Brooks (Photographer), Lucy Schaeffer (Photographer)

ISBN: 978-0-470-39892-0

Apr 2012

368 pages

Higher National Unit Support Notes (cont)

Unit title: Specialised Pastry (SCQF level 7)

The Art of the Chocolatier: From Classic Confections to Sensational Showpieces

Ewald Notter, Joe Brooks (Photographer), Lucy Schaeffer (Photographer)

ISBN: 978-1-119-04524-3

Sep 2014

416 pages

Learners should be given clear instructions and guidance for each task and the need to follow specifications when carrying out practical tasks stressed. Particular emphasis should be placed on the scientific aspect of producing chocolate and sugar based products, the need for accuracy when selecting, weighing and measuring ingredients as well as the importance of temperature control and methodical working practices.

The lecturer should demonstrate using the correct preparation tools and techniques for the required range of products. All new processes and techniques should be demonstrated prior to learners undertaking the practical exercises.

Finished products should reflect current hospitality industry practice and trends. This should be reviewed regularly in order to keep up-to-date with changes in the industry.

The items produced should reflect the range of styles of operation and service across the broad spectrum of the hospitality industry and not be limited to hotels and restaurants.

Learners' are expected to demonstrate the understanding, skills and techniques needed to produce commercially acceptable and creative showpieces/table displays. The storage and safe transportation of showpieces/table displays could be discussed.

Learners should be encouraged to build a portfolio of photographic evidence of items produced along with theoretical information about the principles of design.

Opportunities should be taken to integrate the required knowledge of food hygiene and health and safety during delivery of the 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 the professional kitchen and the controls that are in place to minimise these risks. In particular, the risks associated with using high-risk ingredients (such as boiled sugar) should be highlighted.

Delivery of this unit should include a variety of teaching and learning approaches, such as:

- ◆ Teacher/lecturer demonstrations
- ◆ Practical activities
- ◆ Research using a variety sources
- ◆ Reflection and evaluation

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.

Higher National Unit Support Notes (cont)

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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. However, assessment of all practical activities should be carried out under supervision in a realistic working environment (eg a training kitchen) or a real work place. Evidence of performance should be recorded using assessor observation checklists completed by the teacher/lecturer and include photographs of the items produced.

Learners could compile a portfolio of evidence covering the theory behind chocolate and sugar work, this could include:

- ◆ Details of the research they have carried out
- ◆ Industry trends
- ◆ Product specifications
- ◆ Evaluations and recommendations for improvements/adaptations
- ◆ Photographs of the items produced

All written/oral evidence should be authenticated to confirm that the content is the learner's own work unless cited otherwise.

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

Problem Solving: Critical Thinking at SCQF level 6

For all outcomes, learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 6, when they describe the scientific principles of chocolate and sugar work. In addition, when they apply their knowledge and skills to create artistic showpieces/table displays they will be further demonstrating critical thinking. This will include:

- ◆ Tempering chocolate
- ◆ Producing a range of chocolate bonbons and petit fours
- ◆ Producing pulled sugar flowers
- ◆ Pulling coloured sugar ribbons
- ◆ Casting sugar shapes
- ◆ Blowing sugar figures
- ◆ Demonstrating safe and hygienic working practices

Higher National Unit Support Notes (cont)

Unit title: Specialised Pastry (SCQF level 7)

Problem Solving: Planning and Organising at SCQF level 6

For all outcomes, learners will be demonstrating the Core Skill component of Planning and Organising at SCQF level 6, when they produce creative showpieces/table displays using sugar and chocolate. This will include:

- ◆ Selecting and preparing ingredients, including tempering chocolate
- ◆ Controlling temperatures and timings
- ◆ Incorporating mediums to enhance presentation
- ◆ Demonstrating safe and hygienic working practices
- ◆ Working in an organised manner

Numeracy: Using Number at SCQF level 5

For all outcome learners will be demonstrating the Core Skill component of Using Number at SCQF level 5 when they produce a range of sugar and chocolate items. This will include:

- ◆ Calculating proportions of ingredients
- ◆ Weighing and measuring ingredients
- ◆ Controlling temperatures and timing

Information and Communication Technology: Accessing Information at SCQF level 5

Learners are likely to use the internet to investigate industry trends in sugar and chocolate work using a variety of digital sources to inform the creation of their showpieces/table decorations; therefore, they will be demonstrating the Core Skill component of Accessing Information at SCQF level 5.

Information and Communication Technology: Providing/Creating Information at SCQF level 5

Learners are likely to ICT to compile information/build a portfolio of evidence to support their practical activities. For example, the finding of their research, recipes, photographs, product analysis, etc. In doing so they will be demonstrating the Core Skill component of Providing/Creating Information at SCQF level 5.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Specialised Pastry (SCQF level 7)

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 enable you to develop the knowledge, skills and techniques required to produce a range of chocolate bonbons, petit fours and simple showpieces using chocolate, boiled sugar and/or isomalt.

The focus of this unit is on practical vocational training and related theory and is aimed at those who wish to specialise in pastry work; however, it is also suitable for those who wish to learn general professional cookery skills.

You will be expected to have some kitchen experience, for example at chef de partie level and/or have completed qualifications in Professional Cookery at SCQF level 5/6 before undertaking this unit.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Problem Solving: Critical Thinking* at SCQF level 6
- ◆ *Problem Solving: Planning and Organisation* at SCQF level 6
- ◆ *Numeracy: Using Number* at SCQF level 5
- ◆ *Information and Communication Technology: Accessing Information* at SCQF level 5
- ◆ *Information and Communication Technology: Providing/Creating Information* at SCQF level 5

On completion of this unit, you could progress to other units in Professional Cookery at SCQF levels 7/8 and/or seek employment in a professional kitchen.

This unit is part of a progressive suite of units in Professional Cookery at SCQF levels 5–8.