



Group Award Specification for:

**Higher National Certificate (HNC) Bakery
at SCQF level 7**

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1. Introduction

The purpose of this document is to:

- ◆ Assist centres to implement, deliver and manage the qualification.
- ◆ Provide a guide for new staff involved in offering the qualification.
- ◆ Inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ Provide details of the range of learners the qualification is suitable for and progression opportunities.

The HNC in Bakery develops knowledge and skills in areas such as:

- ◆ plan and produce fermented dough-based products,
- ◆ batch produce individual flour confectionary products,
- ◆ design and creating wedding cakes,
- ◆ Learners will focus on financial control systems, intermediate food hygiene and food classification and purchase.

The HNC in Bakery is suitable for a wide range of learners including:

- ◆ adult returners to education.
- ◆ those in employment who wish to enhance their career prospects.
- ◆ learners who wish to extend their skills and knowledge to start their own business.
- ◆ prior certification in the following:
 - National certificate in Bakery at SCQF level 5.
 - Appropriate groupings of national units.
 - Any other relevant national certificate at SCQF level 5 or 6.
 - An SVQ at SCQF Level 6.

HNC in Bakery

Every year Scottish bakers deliver over £1 billion into the economy, approximately one fifth of all food and drink manufacturing employing over 11,000 people across the whole of Scotland, this highlights the importance of the bakery industry to Scotland's economy, which extends to the most remote communities and rural areas, where the bakery sector provides essential employment.

Research has shown that the skill shortage across the spectrum of bakery businesses in Scotland is real and that without a continued focus on attracting and training new talent and upskilling existing staff the sector could be at threat. The HNC in Bakery fills a gap in the qualifications framework, providing opportunity for both new and existing bakers to develop and enhance the skills required to progress directly into the bakery industry in a number of roles.

2. Qualification structure

Learners will be awarded an HNC in Bakery on successful completion of all the units in the mandatory section, and an appropriate combination of units from the optional units' section.

The table in section 2.1 illustrates the composition of the framework detailing the SCQF level, rating, and HN credit value of each unit.

2.1 Structure

Learners will be awarded an HNC in Bakery on successful completion of all the units in the mandatory section, and an appropriate combination of units from the optional unit section up to a total of 96 SCQF credit points (12 SQA credits).

The Higher National design principles require an HNC group award to incorporate at least 48 SCQF credit points at SCQF level 7. This requirement is met through the mandatory section.

Learners must complete a further 40 SCQF points (5 SQA credits) from the optional unit section.

The following illustrates the course framework detailing the SQA credit for each unit, along with their SCQF credit points and level.

HNC in Bakery at SCQF level 7 (96 points)

Mandatory section: Learners must complete 8 mandatory SQA credits (64 SCQF credit points)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J79V	34	Bakery: Graded Unit 1	1	8	7
J79H	34	Batch Produce Individual Flour Confectionary Products	1	8	7
J79L	34	Designing and Creating Wedding Cakes	2	16	7
J7HM	34	Food Classification and Purchase	1	8	7
J2LH	34	Hospitality: Financial Control Systems	1	8	7
F4TL	34	Food Hygiene Intermediate	1	8	7
J79T	34	Plan and Produce Fermented Dough Based Products	1	8	7

Optional section: Learners must complete a further 4 optional SQA credits (32 SCQF credit points)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J79J	34	Design and Develop Individual Fermented Dough-Based Products	1	8	7
J79K	34	Design and Develop Individual Flour Confectionary Products	1	8	7
J79M	34	Evaluate Individual Flour Confectionary Products	1	8	7
J3H9	34	Fermented Pastry Products	1	8	7
J79N	34	Plan and Produce Batch Non Fermented Dough-Based Products	1	8	7
J79P	34	Produce and Evaluate Individual Fermented Dough-Based Products	1	8	7
J79R	34	Produce Individual Fermented Dough-Based Products	1	8	7
J79S	34	Sugar Flower Corsage Development	1	8	7
HJ4W	34	Work Placement	1	8	7

3. Aims of the qualification

The principal aim of the HNC in Bakery is to enable learners to develop their bakery knowledge and skills. A key aspect of the award is planning, producing and evaluating products which expand learners' practical skills. Successful learners will be prepared for further study or entry into work in the bakery industry.

3.1 General aims of the qualification

The HNC in Bakery has the following general aims:

1. Developing planning and analysis skills.
2. Developing problem solving skills.
3. Developing the ability to be flexible and to work co-operatively with others.
4. Developing study and research skills.
5. Developing critical and evaluative thinking.
6. Enabling progression within the SCQF.
7. Providing opportunities for career planning, developing employment skills and enhancing learners' employment prospects.

3.2 Specific aims of the qualification

The HNC in Bakery qualification should enable learners to:

1. Be prepared for employment within the bakery
2. Gaining knowledge of leading and organising a team with a customer focused attitude
3. Gain an understanding of the structure and organisation of the industry and its influence on the economy.
4. Develop associated knowledge and skills in the main operational areas, for example confectionary, specialist bakery techniques, batch production, food hygiene, source quality commodities resources and financial control systems.
5. Apply and integrate knowledge and skills across bakery operational areas.
6. Undertake optional units to expand vocational specialism.
7. Opportunities for progression

3.3 Graded unit

The purpose of the graded unit in this qualification is to assess the learner's ability to integrate and apply the knowledge and/or skills gained in the individual units completed to demonstrate that they have achieved the aims of the qualifications. A graded unit is assessed, and a grade of A, B or C is awarded to learners who successfully achieve the unit.

For the HNC, one single credit graded unit at SCQF level 7 must be achieved.

The HNC in Bakery graded unit is a practical assignment. Skills that will be developed through the assignment are covered within the aims of the course.

Project-based graded units are designed to test the application and integration of knowledge and skills in the planning, production, and evaluation of a given task. In carrying out a given task, learners are required to display the ability to work independently to meet the evidence requirements and standards set out in the graded unit specification. At the same time, learners need appropriate support to enable them to complete the project-based graded unit.

Centres are encouraged to set parameters at the start of the project giving details of the submission dates for the first draft and final material. This is essential so all learners are aware of the deadline. How and when this is implemented will vary with each centre.

- ◆ Projects should start as early as possible, but centres must ensure that learners have all the required knowledge and skills (that is from mandatory units) as laid out in the graded unit specification.
- ◆ Learners are given sufficient time to carry out their work independently, with appropriate lecturer support.
- ◆ Effective tools such as progress logs or diaries are used to motivate and monitor learners' work.
- ◆ An appointment system for progress interviews with learners is identified in the early stages of the project.

A project-based graded unit introduction for learners should contain at least the following:

- ◆ An introduction to the purpose or aims of the graded unit.
- ◆ A list of the key units which learners should have achieved, or be in the process of achieving, before starting the project.
- ◆ The task instructions or brief, including an outline of each of the stages of the project, their purpose and how they might be achieved.
- ◆ An explanation of the grading process and the main factors that will influence grade, for example technical content, autonomous working.
- ◆ An outline of the percentage weighting of total marks for each stage and an explanation of how these marks relate to the quantity and quality of evidence.
- ◆ An explanation of the need (and reasons) to pass each stage before progressing to the next stage.
- ◆ Identification of deadlines and completion dates.
- ◆ Information on the system for monitoring progress and providing support on the project — including lecturer input, venues for meetings, and any necessary resources required.

- ◆ Information on group work for projects (provided that the graded unit specification allows for this) which must make clear that each learner must provide evidence that they have individually met the evidence requirements.
- ◆ A clear indication that learners will not normally be working under close supervision, the degree of autonomy expected by the learner, and the level of support that will be given to them.
- ◆ Arrangements for remediation and re-assessment should also be considered along with any upgrading opportunities as early as possible and learners should be made aware of these arrangements, as necessary.

It would be useful to give this information to learners as an oral presentation and in document form, and to build in time for a thorough discussion of the points so that they can ask questions and seek clarification on any point.

4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications are provided as guidance only.

Learners would benefit from having attained one or more of the following or equivalent qualifications and/or experience:

- ◆ National certificate in Bakery at SCQF level 5.
- ◆ Appropriate groupings of national units.
- ◆ Any other relevant national certificates at SCQF levels 5 or 6.
- ◆ SVQ at SCQF level 6.
- ◆ Different combinations of relevant national qualifications, vocational qualifications and equivalent qualifications from other awarding bodies may also be considered.
- ◆ Relevant industry work experience including, but not limited to, knowledge and practical ability within both bakery and cake decoration.
- ◆ For learners where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) SCQF level 5 or a score of 5.5 in IELTS (International English Language Testing System).

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Opportunities to develop Core Skills for the HNC in Bakery will be signposted.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Not applicable	<ul style="list-style-type: none"> ◆ Communicating orally with others during practical activities. ◆ Giving instructions and providing support to team members when assuming a team leader role. ◆ Reading, understanding and following instructions and recipes.
Numeracy	Not applicable	<ul style="list-style-type: none"> ◆ Weighing and measuring ingredients. ◆ Calculating accurate portions. ◆ Using temperature charts. ◆ Calculating costs of ingredients and applying mark-up to generate commercial selling prices. ◆ Interpreting stock control information.
Information and Communication Technology (ICT)	Not applicable	<ul style="list-style-type: none"> ◆ Using the internet to research current trends. ◆ Using ICT packages to build a portfolio of evidence.
Problem Solving	Not applicable	<ul style="list-style-type: none"> ◆ Preparing for practical activities. ◆ Identifying faults and taking appropriate corrective action when producing product evidence. ◆ Understanding and complying with legislative requirements. ◆ Evaluating finished product.
Working with Others	Not applicable	<ul style="list-style-type: none"> ◆ Interacting cooperatively with others during practical activities. ◆ Providing leadership when supervising team members.

5. Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet the industry and individual specific needs. What follows are details on how that purpose has been met through mapping of the units to the aims of the qualification.

Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements.

In addition, significant opportunities exist for learners to develop Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

HNC Bakery — General aims:

Mandatory section:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
J79V 34	Bakery: Graded Unit 1	X	X	X	X	X	X	X
J79H 34	Batch Produce Individual Flour Confectionary Products	X	X	X	X	X	X	X
J79L 34	Designing and Creating Wedding Cakes	X	X	X	X		X	X
J7HM 34	Food Classification and Purchase	X	X	X	X	X	X	X
J2LH 34	Hospitality: Financial Control Systems	X	X	X	X	X	X	X
F4TL 34	Food Hygiene Intermediate	X	X	X	X	X	X	X
J79T 34	Plan and Produce Fermented Dough Based Products	X	X	X	X	X	X	X

Optional section:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
J79J 34	Design and Develop Individual Fermented Dough-Based Products	X	X	X	X	X	X	X
J79K 34	Design and Develop Individual Flour Confectionery Products	X	X	X	X	X	X	X
J79M 34	Evaluate Individual Flour Confectionery Products		X	X	X	X	X	X
J3H9 34	Fermented Pastry Products	X	X	X	X	X	X	X
J79N 34	Plan and Produce Batch Non Fermented Dough-Based Products	X	X	X	X	X	X	X
J79P 34	Produce and Evaluate Individual Fermented Dough-Based Products	X	X	X	X	X	X	X
J79R 34	Produce Individual Fermented Dough-Based Products	X	X	X	X	X	X	X
J79S 34	Sugar Flower Corsage Development	X	X	X	X	X	X	X
HJ4W 34	Work Placement	X	X	X	X	X	X	X

HNC Bakery — Specific aims:

Mandatory section:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
J79V 34	Bakery: Graded Unit 1	X	X	X	X	X	X	X
J79H 34	Batch Produce Individual Flour Confectionary Products	X	X		X	X		
J79L 34	Designing and Creating Wedding Cakes	X			X	X	X	X
J7HM 34	Food Classification and Purchase	X		X	X			X
J2LH 34	Hospitality: Financial Control Systems	X		X				X
F4TL 34	Food Hygiene Intermediate	X			X	X		X
J79T 34	Plan and Produce Fermented Dough Based Products	X			X	X		

Optional section:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
J79J 34	Design and Develop Individual Fermented Dough-Based Products	X			X	X		
J79K 34	Design and Develop Individual Flour Confectionery Products	X			X	X		
J79M 34	Evaluate Individual Flour Confectionery Products	X			X	X	X	
J3H9 34	Fermented Pastry Products	X			X	X		
J79N 34	Plan and Produce Batch Non Fermented Dough-Based Products	X			X	X		
J79P 34	Produce and Evaluate Individual Fermented Dough-Based Products	X			X	X		
J79R 34	Produce Individual Fermented Dough-Based Products	X			X	X		
J79S 34	Sugar Flower Corsage Development	X			X		X	X
HJ4W 34	Work Placement	X	X		X			X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

National Occupational Standards (NOS) describe the performance required of an individual for an occupation in the workplace, for example baker, bakery supervisor or cake decorator. They are developed for employers by employers through the relevant standards setting body. NOS have different uses, and for example, employers can use them to develop job specifications or in-house training programmes. One of the main applications of NOS is to inform the development and content of qualifications.

The content of the HNC in Bakery broadly aligns to a range of NOS as outlined below. The structure of the NOS is such that multiple NOS units relate to broader topic/process based SQA units.

SSC Code and National Occupational Standards (NOS)	SCQF level
IMPCB124: Design and develop specialist individual dough-based products	7
IMPCB125: Evaluate specialist individual dough based products	6
IMPCB126: Produce specialist individual dough based products	6
IMPCB215: Design and develop specialist individual flour confectionery products	7
IMPCB127: Batch produce specialist fermented dough products	6
IMPCB129: Batch produce specialist non fermented dough products	6
IMPCB216: Evaluate specialist individual flour confectionery products	6
IMPCB217: Produce specialist individual flour confectionery products	6
IMPCB218: Batch produce specialist flour confectionery products	6
IMPSO711: Finish bake off products	5
IMPCB301: Control and use ingredients in bakery operation	5
IMPCB210: Mask and cover celebration cakes in bakery operations	6
IMPCB211: Decorate and store celebration cakes in bakery operations	6
IMPCB106: Produce laminated pastry in bakery operations	6
IMPCB107: Pin, block and shape dough in bakery operations	6

5.3 Mapping of Core Skills development opportunities across the qualifications

Signposted Core Skills

The grid below identifies where Core Skills will be signposted in each unit that contributes to the HNC in Bakery. Learners will have the opportunity to develop aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

Communication — Mandatory section:

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J79V 34	Bakery: Graded Unit 1	X	X	
J79H 34	Batch Produce Individual Flour Confectionary Products		X	X
J79L 34	Designing and Creating Wedding Cakes			
J7HM 34	Food Classification and Purchase	X		
J2LH 34	Hospitality: Financial Control Systems			
F4TL 34	Food Hygiene Intermediate	X		
J79T 34	Plan and Produce Fermented Dough Based Products			

Communication — Optional section:

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J79J 34	Design and Develop Individual Fermented Dough-Based Products		X	
J79K 34	Design and Develop Individual Flour Confectionery Products		X	
J79M 34	Evaluate Individual Flour Confectionery Products		X	
J3H9 34	Fermented Pastry Products	X	X	
J79N 34	Plan and Produce Batch Non Fermented Dough-Based Products		X	
J79P 34	Produce and Evaluate Individual Fermented Dough-based Products		X	
J79R 34	Produce Individual Fermented Dough-Based Products		X	
J79S 34	Sugar Flower Corsage Development		X	
HJ4W 34	Work Placement		X	

Numeracy — Mandatory section:

Unit code	Unit title	Using Number	Using Graphical Information
J79V 34	Bakery: Graded Unit 1	X	
J79H 34	Batch Produce Individual Flour Confectionery Products	X	
J79L 34	Designing and Creating Wedding Cakes		
J7HM 34	Food Classification and Purchase	X	
J2LH 34	Hospitality: Financial Control Systems	X	
F4TL 34	Food Hygiene Intermediate		
J79T 34	Plan and Produce Fermented Dough Based Products	X	

Numeracy — Optional section:

Unit code	Unit title	Using Number	Using Graphical Information
J79J 34	Design and Develop Individual Fermented Dough-Based Products	X	
J79K 34	Design and Develop Individual Flour Confectionery Products	X	
J79M 34	Evaluate Individual Flour Confectionery Products	X	
J3H9 34	Fermented Pastry Products	X	
J79N 34	Plan and Produce Batch Non Fermented Dough-Based Products	X	
J79P 34	Produce and Evaluate Individual Fermented Dough-Based Products	X	
J79R 34	Produce Individual Fermented Dough-Based Products	X	
J79S 34	Sugar Flower Corsage Development		
HJ4W 34	Work Placement		

Information and Communication Technology (ICT) — Mandatory section:

Unit code	Unit title	Accessing Information	Providing/Creating Information
J79V 34	Bakery: Graded Unit 1	X	X
J79H 34	Batch Produce Individual Flour Confectionery Products		X
J79L 34	Designing and Creating Wedding Cakes		
J7HM 34	Food Classification and Purchase	X	X
J2LH 34	Hospitality: Financial Control Systems		X
F4TL 34	Food Hygiene Intermediate	X	X
J79T 34	Plan and Produce Fermented Dough Based Products	X	X

Information and Communication Technology (ICT) — Optional section:

Unit code	Unit title	Accessing Information	Providing/Creating Information
J79J 34	Design and Develop Individual Fermented Dough-Based Products	X	X
J79K 34	Design and Develop Individual Flour Confectionery Products	X	X
J79M 34	Evaluate Individual Flour Confectionery Products		X
J3H9 34	Fermented Pastry Products	X	X
J79N 34	Plan and Produce Batch Non Fermented Dough-Based Products	X	X
J79P 34	Produce and Evaluate Individual Fermented Dough-Based Products		X
J79R 34	Produce Individual Fermented Dough-Based Products		X
J79S 34	Sugar Flower Corsage Development	X	X
HJ4W 34	Work Placement		

Problem Solving — Mandatory section:

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J79V 34	Bakery: Graded Unit 1	X	X	X
J79H 34	Batch Produce Individual Flour Confectionary Products	X		X
J79L 34	Designing and Creating Wedding Cakes			
J7HM 34	Food Classification and Purchase		X	
J2LH 34	Hospitality: Financial Control Systems	X		
F4TL 34	Food Hygiene Intermediate	X		
J79T 34	Plan and Produce Fermented Dough Based Products	X	X	X

Problem Solving — Optional section:

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J79J 34	Design and Develop Individual Fermented Dough-Based Products	X	X	X
J79K 34	Design and Develop Individual Flour Confectionery Products	X	X	X
J79M 34	Evaluate Individual Flour Confectionery Products		X	X
J3H9 34	Fermented Pastry Products	X	X	X
J79N 34	Plan and Produce Batch Non Fermented Dough-Based Products	X	X	X
J79P 34	Produce and Evaluate Individual Fermented Dough-Based Products	X		X
J79R 34	Produce Individual Fermented Dough-Based Products		X	
J79S 34	Sugar Flower Corsage Development		X	
HJ4W 34	Work Placement	X	X	X

Working with Others — Mandatory section:

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J79V 34	Bakery: Graded Unit 1		
J79H 34	Batch Produce Individual Flour Confectionery Products	X	X
J79L 34	Designing and Creating Wedding Cakes		
J7HM 34	Food Classification and Purchase		
J2LH 34	Hospitality: Financial Control Systems		
F4TL 34	Food Hygiene Intermediate		
J79T 34	Plan and Produce Fermented Dough Based Products	X	

Working with Others — Optional section:

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J79J 34	Design and Develop Individual Fermented Dough-Based Products		
J79K 34	Design and Develop Individual Flour Confectionery Products		
J79M 34	Evaluate Individual Flour Confectionery Products	X	
J3H9 34	Fermented Pastry Products		
J79N 34	Plan and Produce Batch Non Fermented Dough-Based Products	X	
J79P 34	Produce and Evaluate Individual Fermented Dough-Based Products	X	
J79R 34	Produce Individual Fermented Dough-Based Products	X	
J79S 34	Sugar Flower Corsage Development		
HJ4W 34	Work Placement	X	X

5.4 Assessment strategy for the qualification

Mandatory units:

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Bakery: Graded Unit 1	Not applicable.	Not applicable.	Not applicable.	Not applicable..
Batch Produce Individual Flour Confectionary Products	Performance evidence.	Performance evidence.	Performance evidence.	Not applicable.
Designing and Creating Wedding Cakes	Performance evidence.	Performance evidence.	Performance evidence.	Performance evidence
Food Classification and Purchase	Knowledge evidence.	Knowledge evidence.	Knowledge evidence.	Not applicable.
Hospitality: Financial Control Systems	Performance evidence.	Performance evidence.	Performance evidence.	Performance evidence.
Food Hygiene Intermediate	Knowledge evidence.	Knowledge evidence.	Knowledge evidence.	Knowledge evidence.
Plan and Produce Fermented Dough-Based Products	Knowledge evidence.	Knowledge evidence.	Performance evidence.	Performance evidence.

Optional units:

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Design and Develop Individual Fermented Dough-Based Products	Knowledge evidence.	Performance evidence.	Performance evidence.	Performance evidence.
Design and Develop Individual Flour Confectionery Products	Knowledge evidence.	Performance evidence.	Performance evidence.	Performance evidence.
Evaluate Individual Flour Confectionery Products	Performance evidence.	Knowledge evidence.	Performance evidence.	Not applicable.
Fermented Pastry Products	Knowledge evidence.	Knowledge evidence.	Knowledge evidence.	Performance evidence.
Plan and Produce Batch Non Fermented Dough-Based Products	Knowledge evidence.	Knowledge evidence.	Performance evidence.	Performance evidence.
Produce and Evaluate Individual Fermented Dough-Based Products	Knowledge evidence.	Performance evidence.	Performance evidence.	Performance evidence.
Produce Individual Fermented Dough-Based Products	Knowledge evidence.	Performance evidence.	Performance evidence.	Performance evidence.
Sugar Flower Corsage Development	Performance evidence.	Performance evidence.	Performance evidence.	Not applicable.
Work Placement	Knowledge and performance evidence, including planning and organisational skills.	Knowledge and performance evidence, including planning and organisational skills.	Knowledge and performance evidence, including planning and organisational skills.	Knowledge and performance evidence, including planning and organisational skills.

6. Guidance on approaches to delivery and assessment

All the units have a focus on developing learners' practical skills and their ability to apply their knowledge to relevant bakery environments. The units also aim to prepare learners with the ability to advance in the workplace. There would also be scope for learners to consider setting up their own business.

These units have been developed to facilitate flexible delivery and assessment, which is intended to be of a practical nature wherever possible, reflecting the realities of a professional bakery. There will need to be a theory related session to cover the requirements of each unit. This could be incorporated into the practical delivery or delivered in a dedicated theory class.

A learner-centred, practical and interactive approach to delivery and learning should be adopted throughout. The range of methods used in delivering the units should ensure that experiential learning opportunities are available to learners.

All practical work will be carried out using appropriate commercial and/or industrial tools and equipment which is fit for purpose.

Practical work also provides opportunities for learners to work in groups. This will generate opportunities to gather evidence for the Core Skills of Working with Others and Problem Solving, along with Communication and Numeracy.

A variety of approaches to delivery should be used, such as:

- ◆ Practical activities and demonstrations.
- ◆ Discussions/questioning and theory.
- ◆ Reflection and evaluation.
- ◆ Peer review.
- ◆ Guest speakers.
- ◆ Use of external visits, for example to commercial bakery factories, product development environments, trade shows, small artisan bakeries.
- ◆ Participation in competitions/scholarships, for example Scottish Bakers, Incorporation of Bakers.
- ◆ Use of industry related digital media.
- ◆ Use of internet resources.

An induction to each unit, which covers the expectation of people working in a professional bakery at a senior level, should be provided; and should include:

- ◆ Appropriate personal hygiene and appearance.
- ◆ Food hygiene and health and safety requirements.
- ◆ Current trends and developments in the sector.
- ◆ Appropriate workplace behaviour.
- ◆ Working in a team.
- ◆ Emphasis on an employee's role in contributing to the success of the organisation.
- ◆ Exploration of the range of opportunities and challenges in the sector.
- ◆ Precisely following instructions and paying attention to detail.
- ◆ Use of bakery terminology.

Individual unit specifications provide detail on any approaches or requirements. For example, the Food Hygiene Intermediate unit outlines the requirements that lecturers who deliver this unit should be suitably qualified, preferably with a Diploma in Advanced Food Hygiene, and have knowledge of hazard analysis and critical control points (HACCP). Guest speakers may be considered, for example an Environmental Health Officer for input on relevant aspects of legislation.

Assessment requirements are also set out within each unit specification. Practical units frequently recommend the use of worksheets/logbooks/portfolios completed by learners to record the methods and skills used when producing bakery/sugarcraft products along with evaluations/descriptions of the finished products, photographs and a recipe reference list where appropriate.

More theoretical aspects of the units should be applied in meaningful contexts, for example in a range of scenarios representative of the range of businesses in the sector.

6.1 Sequencing/integration of units

The delivery of the group award is at the discretion of the individual centre. Many centres offer full time programmes of between 12–15 credits to learners at HNC level over an academic session.

The HNC in Bakery at SCQF level 7 is compatible with these arrangements, with 12 SQA credits (96 SCQF points) required: 8 from the mandatory section and 4 from the optional section.

This will allow centres to deliver the group awards to suit their own unique circumstances while still meeting the requirements of the award. The group award is also flexible for part time delivery.

There are opportunities for integrating learning and assessment across the units and where possible a holistic approach should be taken to the delivery and assessment of the group award, for example when assessing the practical units. Observation of learner performance is the principle and most reliable method of assessment and therefore any one observation may provide evidence across several units, along with oral or written work along for projects.

There is scope for the use of e-learning and e-assessment for the theoretical components of each of the units.

The graded unit should be introduced towards the middle the academic year to allow learners time to prepare.

There is no prescribed order in which the units must be delivered, and centres may develop their delivery plans to meet the needs of the learners.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units.
- ◆ Course and/or external assessments.
- ◆ Other integrative assessment units (which may or not be graded).
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- ◆ Where there is an existing requirement for a licence to practice.
- ◆ Where there are specific health and safety requirements.
- ◆ Where there are regulatory, professional or other statutory requirements.
- ◆ Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Within the HNC in Bakery framework learners are required to achieve a number of mandatory units in specialist bakery areas. As these units are at a specialist subject level, no provision has been made for progression. It would be expected that learners advance directly into the bakery industry or perhaps adjacent roles within the bakery sector such as purchasing, sales or technical.

6.2.2 Professional recognition

The HNC in Bakery has been developed to allow learners to gain the maximum benefit from their programme of study. Consequently, value has been added to the qualification by working in partnership with the professional body for food hygiene to gain recognition for the achievement of the Royal Environmental Health Institute of Scotland (REHIS) Food Hygiene Intermediate course within the Intermediate Food Hygiene unit.

6.2.3 Transitional arrangements

There are no transitional arrangements for the HNC in Bakery.

6.2.4 Credit transfer

There are no revised units for the HNC in Bakery.

6.3 Opportunities for e-assessment

Given the highly practical nature of most of the units it is anticipated that most evidence for assessment will come from directly observed evidence and performance evidence of practical activity in a professional bakery environment. However, there may be scope to use online portfolio building tools as a means for learners to gather evidence for some assessments. Some areas of underpinning knowledge, for example food hygiene and product commodity would lend themselves to online testing. 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.

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5 Resource requirements

Fully equipped professional bakery areas will be required to deliver course units. Learners will need access to a wide range of commodities that reflect current commercially available items.

7. General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8. Glossary of terms

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

Template version: October 2022.

9. General information for learners

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

HNC in Bakery

This award is designed to enable you to obtain the key competences. The bakery industry is an important and growing sector in Scotland and the UK. There has been a huge rise in small artisan bakeries, and career opportunities are now worldwide.

The HNC in Bakery has an emphasis on developing practical skills and the personal and interpersonal skills which are key in the bakery industry. The assessments in the awards are varied with project work including a graded unit, which will enhance your investigative and practical skills.

The HNC in Bakery course will allow you to:

- ◆ develop practical skills in bakery and confectionery.
- ◆ enhance team working skills for production bakery.
- ◆ gain the skills and knowledge required to source quality commodities and resources.
- ◆ develop knowledge and skills in specialist bakery areas for production, food hygiene, and financial control systems.
- ◆ progress to employment in the bakery industry.

The following knowledge, skills, experience and qualifications provide suitable preparation for this qualification and therefore would be beneficial if you have one or more of these before starting the HNC in Bakery:

- ◆ National Certificate in Bakery at SCQF levels 5.
- ◆ Appropriate groupings of national units.
- ◆ Any other relevant National Certificates at SCQF levels 5 or 6.
- ◆ Different combinations of relevant national qualifications, vocational qualifications and equivalent qualifications from other awarding bodies may also be considered.
- ◆ Relevant work experience.

Information about the graded unit and how it will be assessed.

The graded unit will allow you to:

1. Develop planning and analysis skills.
2. Develop problem solving skills.
3. Develop the ability to be flexible and to work co-operatively with others.
4. Develop study and research skills.
5. Develop critical and evaluative thinking.
6. Enabling progression within the SCQF.
7. Providing opportunities for career planning, developing employment skills and enhancing learners' employment prospects.

This graded unit is a project, which takes the form of a practical assignment. You are expected to plan and produce a range of bakery products based on a pre-determined project brief.

Details of Core Skills and other essential skills that will be developed and how

Aspects of the Core Skills (Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving and Working with Others) will be signposted and developed naturally throughout the HNC Bakery.

Any professional body recognition/exemption

The HNC in Bakery has been developed to allow learners to gain maximum benefit from their programme of study. Consequently, value has been added to the qualification by working in partnership with the professional body for food hygiene to gain recognition for the achievement of the Royal Environmental Health of Scotland (REHIS) Food Hygiene Intermediate course within Intermediate Food Hygiene unit.