## PPL3PC16 **(J8KL 04)**

## Prepare, Cook and Finish Complex Cakes, Sponges, Biscuits and Scones

### Candidate’s statement

I confirm that the evidence detailed in this unit is my own work.

|  |  |
| --- | --- |
| Candidate’s name |  |
| Candidate’s signature |  |
| Date |  |

### Assessor’s statement

I confirm that the candidate has achieved all the requirements of this unit.

|  |  |
| --- | --- |
| Assessor’s name |  |
| Assessor’s signature |  |
| Date |  |
| Countersigning Assessor’s name(if applicable) |  |
| Countersigning Assessor’s signature(if applicable) |  |
| Date |  |

© SQA 2024

### Internal Verifier’s statement

I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

|  |  |
| --- | --- |
| Internal Verifier’s name |  |
| Internal Verifier’s signature |  |
| Date |  |
| Countersigning Internal Verifier’s name (if applicable) |  |
| Countersigning Internal Verifier’s signature (if applicable) |  |
| Date |  |

|  |  |
| --- | --- |
| External Verifier’s initials (if sampled) |  |
| Date |  |

#### Unit overview

This standard is about preparing, cooking and finishing complex cakes,

sponges, biscuits and scones, for example:

* Genoese/light fatless
* joconde sponge biscuits
* savarin
* sablé biscuits
* tuille biscuits
* fresh gateaux
* chocolate torte
* scones

#### Sufficiency of evidence

There must be sufficient evidence to ensure that the candidate can consistently achieve the required standard over a period of time in the workplace or approved realistic working environment.

#### Performance criteria (What you must do)

The assessor **must** assess PCs 1-6 by directly observing the candidate’s work.

For PC 7, if it is not possible to observe both “holding” and “serving”, alternative methods of assessment may be used for one of them (ie, either holding **or** serving) but the assessor must observe the other.

PC 8 may be assessed by alternative methods if observation is not possible.

1. Select the type and quantity of ingredients needed for the product.
2. Check the ingredients to make sure they meet quality standards and other requirements.
3. Choose the correct tools and equipment to prepare, cook and finish the product.
4. Prepare, cook and finish the product to meet requirements.
5. Check the product has the correct flavour, colour, texture and quantity.
6. Present the product to meet requirements.
7. Make sure the product is at the correct temperature for holding and serving.
8. Store any cooked product not for immediate use in line with food safety regulations.

#### Performance criteria evidence

| **Evidence reference** | **Evidence description** | **Date** | **PC1** | **PC 2** | **PC 3** | **PC 4** | **PC5** | **PC 6** | **PC 7** | **PC 8** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

#### Scope / range (What you must cover)

**All** scope / range must be covered. There must be performance evidence, gathered through direct observation by the assessor of the candidate’s work for a minimum of:

1. Preparation, cooking, and finishing methods – **fifteen** **from:**

1.1 weighing / measuring

1.2 creaming / beating

1.3 whisking

1.4 folding

1.5 rubbing in

1.6 greasing

1.7 glazing

1.8 portioning

1.9 piping

1.10 shaping

1.11 filling

1.12 rolling

1.13 lining

1.14 trimming / icing

1.15 spreading / smoothing

1.16 kneading

1.17 proving

1.18 dusting / dredging / sprinkling

1.19 mixing

1.20 stacking

1.21 coating

1.22 slicing

1.23 baking

1. Biscuits – **three from**:

2.1 tuiles

2.2 sable

2.3 Viennese

2.4 Japonaise

2.5 Dutch

1. Cakes or sponges – making cakes or sponges using **three** methods from:

3.1 sugar batter

3.2 flour batter

3.3 melted method

3.4 fatless sponge

3.5 separated egg

3.6 whole egg foams

3.7 aerated egg white method

3.8 miscellaneous

1. Scones

Evidence for any “what you must cover” point not included in the minimum observation requirements may be assessed using alternative assessment methods.

#### Scope / range evidence (continued on next page)

| **Evidence reference** | **Evidence description** | **Date** | **1.1** | **1.2** | **1.3** | **1.4** | **1.5** | **1.6** | **1.7** | **1.8** | **1.9** | **1.10** | **1.11** | **1.12** | **1.13** | **1.14** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

#### Scope / range evidence (continued on next page)

| **Evidence reference** | **Evidence description** | **Date** | **1.15** | **1.16** | **1.17** | **1.18** | **1.19** | **1.20** | **1.21** | **1.22** | **1.23** | **2.1** | **2.2** | **2.3** | **2.4** | **2.5** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

#### Scope / range evidence (continued)

| **Evidence reference** | **Evidence description** | **Date** | **3.1** | **3.2** | **3.3** | **3.4** | **3.5** | **3.6** | **3.7** | **3.8** | **4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

#### Knowledge and understanding (What you must know and understand)

For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning).

| **Knowledge statement** | **Evidence reference** | **Date** |
| --- | --- | --- |
| 1. Different types of complex cakes, sponges, biscuits and scones and their characteristics.
 |  |  |
| 1. How to select the correct type, quality and quantity of ingredients to meet product requirements.
 |  |  |
| 1. What quality points to look for in the ingredients.
 |  |  |
| 1. What you should do if there are problems with the ingredients.
 |  |  |
| 1. What the correct tools and equipment are to carry out the required preparation and cooking methods.
 |  |  |
| 1. The effects of various preparation and aeration methods on different complex cake, sponge, biscuit and scone products.
 |  |  |
| 1. How the choice of flour and fat preparations relate to the end product.
 |  |  |
| 1. What preparation and cooking methods are appropriate to each type of complex cake, sponge, biscuit and scone products.
 |  |  |
| 1. Current trends in relation to complex cakes, sponges, biscuits and scones.
 |  |  |
| 1. How to carry out each of the preparation and cooking methods.
 |  |  |
| 1. The correct temperatures for cooking each type of complex cake, sponge, biscuit and scone product and why these temperatures are important.
 |  |  |
| 1. Common faults with complex cake, sponge, biscuit and scone products and how to minimise and correct them.
 |  |  |
| 1. How to identify when cake, sponge, biscuit and scone products have the correct colour, flavour, texture and quantity.
 |  |  |
| 1. How to finish complex cakes, sponges, biscuits and scones.
 |  |  |
| 1. How to control portions and minimise waste.
 |  |  |
| 1. How to store complex cakes and biscuits.
 |  |  |
| 1. Healthy eating options when preparing and cooking complex cake, sponge, biscuit and scone products.
 |  |  |

#### Supplementary evidence

| **Reference** | **Evidence description** | **Date** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

#### Assessor feedback on completion of the unit: