



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Baking and Desserts

leading to

Level 3 QQI Bread, Pastry and Desserts 3N0522

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874.**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module a learner will achieve 5 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- A learner needs to achieve a minimum of 60 credits to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing learners, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate learners to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teacher/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Baking and Desserts	2. Component name and Code Level 3 Bread, Pastry & Desserts 3N0522
3. Duration in Hours of Programme Module 50	4. Credit Value 5
5. Assessment Technique Skills Demonstration 80% Collection of Work 20%	6. Specific Requirements Learners must have access to a fully equipped kitchen in compliance with health and safety requirements and current legislation
7. Aims of the Programme Module This programme module aims to equip the learner with the knowledge, skills and competencies to prepare and present a range of breads, pastry and dessert items, and gain an understanding of safe and hygienic kitchen practices. 8. Objectives: <ul style="list-style-type: none"> • to develop skills in planning, preparing and serving a range of breads, pastry and dessert items • to create awareness of the principles of preparing food in a safe and hygienic manner • to develop a discerning attitude towards the preparation, baking and presentation of breads, pastry and dessert items. 	
9. Learning Outcomes of Level 3 Bread, Pastry and Desserts 3N0522 The learner will be able to: <ol style="list-style-type: none"> 1. explain the basic principles of food safety and associated legislation 2. explain the organisation of a professional kitchen 3. identify baking ingredients, recognising the importance of maintaining the accurate ratio of ingredients in recipes 4. demonstrate correct use of baking temperatures and times 5. produce sweet and savoury scones and breads using both traditional and convenience recipes and methods 6. produce short, sweet and puff pastry using both traditional and convenience methods 7. make a range of desserts including fresh fruit salads and simple milk-based desserts 8. make a basic Victoria sponge, varying the recipe with the addition of dried fruit and nuts 9. make almond paste for covering and decorating a cake 10. prepare mid-morning and afternoon tea trays to include sandwiches, scones, and pastries 11. comply with current food safety and hygiene legislation and regulation in personal and work practice 12. demonstrate a basic understanding of the ingredient costs and quality control cycle. 	
Delivery Strategies and Learning Activities The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.	

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Food safety organisations and legislation

*In order to help the learner achieve **Learning Outcome 1 & 11** in particular, consider doing the following:*

Identify with the learner a range of Irish food safety bodies.

- Explore with the learner some of the main authorities and agencies concerned with food safety in Ireland, and indicate their roles and functions in this area. Where possible, it may be useful for the learner to access the key information from websites and publicity leaflets. Individual learners may focus on one particular agency before reporting or presenting their findings back to the larger group. Some of the main authorities that may be considered include;
 - Food Safety Authority of Ireland (FSAI) which functions to ensure that food purchased, distributed or marketed in Ireland meets the highest standards of food safety and hygiene
 - Bord Bia (Irish Food Board) functions to promote Irish produced foods on the international market but it also has a role to play in maintaining standards.
 - National Dairy Council's (NDC) role is promoting a sustainable dairy industry in Ireland and educating consumers on the role of dairy in their lifestyles.
 - Department of Agriculture, Fisheries and Food monitors and controls aspects of Food Safety Regulation of the Agriculture, Fisheries and Food Industries and providing support services to Agriculture, Fisheries, Food and Forestry.

Explore with the learner a range of food safety regulations/legislation.

- Identify with the learner relevant food safety legislation. It is important that the learner is aware of HACCP as a food industry standard. Other regulations and directives that may be considered include:
 - European Community (Certain Contaminants in Foodstuffs) Regulations 2010
 - European Community (Food and Food Hygiene) Regulations 2009
 - European Community (General food Law) Regulations 2007
 - Regulations (EC) No 1333/2008 (OJL354, pg 16, 31/12/2008) of the European Parliament.

Principles of food safety

*In order to help the learner achieve **Learning Outcome 1 & 11** in particular, consider doing the following:*

Explore with the learner the basic principles of food safety.

- Exemplify with the learner a range of basic food safety practices, for example:
 - separate raw and cooked foods to prevent cross-contamination
 - handle, prepare and store foods in ways that prevent food borne illness
 - cook foods for the appropriate length of time and at the appropriate temperature
 - store food at the proper temperature
 - check and adhere to regulations set down by Irish Food Safety Authorities.
- Exemplify with the learner hygienic personal and working practices, for example:
 - wash hands properly/wear disposable gloves

- remove jewellery
- cover cuts and sores
- tie back hair.

Kitchen safety

*In order to help the learner achieve **Learning Outcomes 1 & 11** in particular, consider doing the following:*

Explore with the learner the principles and practices of kitchen safety.

- Drawing on knowledge gained previously, identify with the learner a range of food safety practices important in the kitchen environment, for example:
 - the importance of maintaining good personal hygiene
 - applying hygienic working practices
 - storing food at the correct temperature
 - identifying food most vulnerable to deterioration or contamination
 - applying appropriate wash up and cleaning procedures.
- Drawing on knowledge gained previously, identify with the learner a range of safety practices important in the kitchen environment, for example:
 - examine how accidents can happen and be prevented
 - handling utensils and equipment in a safe manner
 - identify and use suitable footwear and clothing in the kitchen
 - ensure adequate lighting and ventilation
 - outline the correct procedures to be followed in the event of fire emergencies.
- Introduce the learner to the principles of first aid relevant to a kitchen context. The learner should be made aware of basic first aid techniques, in particular how to treat minor cuts, burns and scalds, and know when to seek professional medical care. Training in basic first aid, information on universal precautions, and visits from relevant experts in the field, should be provided where possible.

Knowing your way around a kitchen

*In order to help the learner achieve **Learning Outcome 2 & 3** in particular, consider doing the following:*

Explore with the learner a range of commonly-used kitchen terminology.

- Exemplify with the learner key terminology appropriate to preparation and serving a range of breads, pastries and hot and cold desserts. The learner should be able to identify different types of biscuits, cakes, breads and hot and cold desserts that are easy to make and serve in the home. In addition, the learner must be aware of basic baking dessert making terms and methods (e.g., folding in, proving, chilling, etc.), and indicate an understanding of when and how they would be applied. Also, the learner should be able to identify commonly-used baking and patisserie tools and equipment (e.g., sieve, baking tray, mould, etc.)

Explore with the learner the organisation of a professional kitchen.

- Explore with the learner how a professional kitchen is organised. The learner should be aware of and understand the importance of the following key points:
 - adequate lighting
 - stainless steel work surfaces

- non-slip floor coverings
- work stations arranged according to food groups
- rotation and storage of raw ingredients and prepared ingredients
- cooler or cold room for storing prepared ingredients and dishes
- positioning of ventilation, cooker hoods, etc.
- open shelving to store pots and small utensils
- washing up areas separate from food preparation areas
- hand washing separate from dish-washing areas
- separate changing area of staff
- quality control cycle.

If possible, a visit to a professional kitchen or bakery, and / or a visit from a professional guest speaker, should be arranged.

- Explore with the learner some ways in which a domestic kitchen differs from a professional kitchens. The learner should be aware of the differences in appliances, equipment, layout, personnel and so on. The learner needs to understand that the division of work in the professional kitchen is the same as that of the domestic kitchen (i.e., buying and storing food, preparing, it, etc.) only on a much larger scale. In addition, the learner should be aware of how the lay-out of a kitchen can ensure good work flow.

Useful resources: www.kitchenterms.com
www.scribd.com/doc/12913528/Kitchen-Organisation-New-Trends

Introducing baking and dessert making skills

*In order to help the learner achieve **Learning Outcomes 3 & 4** in particular, consider doing the following:*

Identify with the learner commonly used baking ingredients.

- Exemplify with the learner different types of ingredients used in bread, pastry and dessert making, (e.g., a range of flours, sugars, raising agents, decorations, etc.) The learner should be able to recognise the main ingredients commonly used and be aware of considerations when balancing ingredients, (e.g., excessive flour leads to dry, heavy cakes or breads, excessive liquids leads to shrunken cakes, etc.)
- Explore with the learner the principles of identifying and selecting good quality baking ingredients. The learner should have a basic understanding of a range of factors that affect the quality of baking / dessert making ingredients, (e.g., freshness, texture, temperature, etc.) The learner should have a basic understanding of how to select the ingredient most suitable for the recipe (i.e., recognise and use the correct/specified type of flour, raising agent, cream, and so on.)

Exemplify with the learner a range of basic baking, patisserie and dessert making skills.

- Explore with the learner the importance of selecting and using the most suitable tools and appliances. The learner should know how to select and use equipment, appliances and utensils appropriate to the task, and how to handle the utensils, appliances and equipment in a safe manner.
- Explore with the learner basic preparation and cooking methods for breads, pastries and desserts. The learner should be aware of appropriate preparation techniques such as lining trays / moulds, creaming, rubbing in, etc., and also relevant cooking and finishing methods such as baking blind, glazing, etc.

Explore with the learner the importance of following specified instructions.

- Exemplify with the learner how to follow instructions and recipes specifications, particularly in terms of the specified preparation and serving methods. The learner should know how to follow a recipe, identify specified ingredients, understand timing sequences, and cooking and serving methods. It is important that the learner is aware of the need to maintain the accurate ratio of ingredients as instructed.
- Explore with the learner the importance of following temperatures and timings as instructed. The learner should know how to set the specified temperature, control the temperature and timing. It may be necessary to integrate or relate the delivery of this aspect of the module with other Level 3 QQI modules in basic numeracy and maths; however, assessment evidence must be retained as part of the Collection of Work for this module.
- Explore with the learner the concept of weights and quantities and how to measure accurately. The learner should develop a basic understanding of how to read weighing scales, measuring jugs and spoons, etc., and also estimate weights (e.g., guess how much a bag of sugar weighs.) The learner should know how to follow correct procedures for weighing and measuring and estimate yields to avoid wastage. The learner should know how to use a calculator if necessary. It may be necessary to integrate or relate the delivery of this aspect of the module with other Level 3 QQI modules in basic numeracy and maths; however, assessment evidence must be retained as part of the Collection of Work for this module. Useful resources: www.primaryresources.co.uk/maths/mathsE1.htm#mass and similar websites provide worksheets and other resources that can be adapted for the learner.

Making scones and bread

*In order to help the learner achieve **Learning Outcomes 5** in particular, consider doing the following:*

Facilitate the learner to make sweet and savoury scones using both traditional and convenience methods.

- Explore with the learner the difference between sweet and savoury scones and how to prepare them. The learner should be able to identify different types of sweet and savoury scones and understand when it is most appropriate to serve each type.
- Exemplify with the learner how to produce 6 sweet and 6 savoury scones using convenience recipes and methods. When using 'quick mix' products, it is important the learner follows the stated instructions and timings accurately.
- Exemplify with the learner how to produce 6 sweet and 6 savoury scones using traditional recipes and methods. It is important that the learner demonstrates effective and appropriate preparation and cooking methods such as weighting/measuring, mixing, testing, baking, etc.

Facilitate the learner to make sweet and savoury breads using both traditional and convenience methods.

- Explore with the learner the difference between sweet and savoury breads and how to prepare them. The learner should be able to identify some different types of breads (e.g., wholemeal, soda, yeast, banana, etc.) and understand when it is most appropriate to serve each type.
- Exemplify with the learner how to produce 1 sweet and 1 savoury type of bread using convenience recipes and methods. When using 'quick mix' products, it is important the learner follows the stated instructions and timings accurately.
- Exemplify with the learner how to produce 1 sweet and 1 savoury type of bread using traditional recipes and methods. It is important that the learner demonstrates effective and appropriate

preparation and cooking methods such as proving, kneading, moulding, etc.

Making pastry

*In order to help the learner achieve **Learning Outcomes 6** in particular, consider doing the following:*

Facilitate the learner to make short crust, sweet and puff pastry using both traditional and convenience methods.

- Explore with the learner different types of pastry and how to prepare short crust, sweet and puff pastry. The learner should be aware of different types of pastry (e.g., puff, flaky, filo, etc.) and understand when it is most appropriate to use each type, (short crust for quiches, puff for vol au vents, etc.)
- Exemplify with the learner how to produce short crust, sweet and puff pastry using convenience / prepared products/methods. When using prepared products, it is important the learner follows the stated instructions and timings accurately.
- Exemplify with the learner how to produce short crust, sweet and puff pastry using traditional methods. The learner should be aware of basic 'tips' for making pastry, e.g., handle the pastry as little as possible, keep everything as cold as possible, allow the pastry to rest, etc. It is important the learner is able to make the pastry according to recipe specifications.

Making desserts

*In order to help the learner achieve **Learning Outcomes 7** in particular, consider doing the following:*

Facilitate the learner to make a range of desserts, to include fresh fruit salad and a milk-based dessert.

- Explore with the learner different types of desserts. The learner should be able to identify a range of desserts they like to eat and/or would like to prepare, e.g., pavlova, Eton mess, cheesecake, trifle, etc.
- Exemplify with the learner how to produce fresh fruit salad. The learner should be aware of the importance of using a variety of fresh, ripe fruits and be able to identify a suitable accompaniment (e.g., whipped or pouring cream, specially prepared salad dressing, etc.).
- Exemplify with the learner how to produce a milk-based dessert, such as rice pudding, bread and butter pudding, or similar. The learner could be made aware that such desserts are easily digested and thus are appropriate particularly for young children and the elderly. It is important the learner is able to produce the dessert according to recipe specifications.

Making a Victorian sponge cake

*In order to help the learner achieve **Learning Outcomes 8**, in particular, consider doing the following:*

Facilitate the learner to make a basic Victorian sponge.

- Exemplify with the learner how to produce and present a Victorian sponge. In preparing and baking the cake, the learner should follow instructions accurately, know how to choose and line a suitable baking tin, understand the importance of timing and know how to test that the cake is baked. It is important the learner is able to produce the cake according to recipe specifications.

Facilitate the learner to vary the recipe to include dried fruits or nuts.

- Exemplify with learner how to produce a similar cake using additional ingredients. The learner should be aware that changing the ingredients will affect the preparation and baking process. It is important the learner is able to produce the cake according to the revised recipe specifications.

Making almond paste

*In order to help the learner achieve **Learning Outcomes 9**, in particular, consider doing the following:*

Facilitate the learner to make almond paste

- Explore with the learner the traditional uses of almond paste, e.g., wedding & Christmas cakes, decorative items, etc. The learner should be aware that almond icing adds flavour, smooths out the surface of the cake, and stops the moist cake from staining the other icing layers.
- Exemplify with the learner how to make almond paste. It is important the learner is able to produce the paste according to recipe specifications and understands how to cover and decorate a cake using almond paste.

Preparing and presenting mid-morning and afternoon tea trays.

*In order to help the learner achieve **Learning Outcomes 10**, in particular, consider doing the following:*

Facilitate the learner to plan, produce and present tea trays that include sandwiches, scones and pastries.

- Explore with the learner what might be included in both a mid-morning and afternoon tea tray. The learner should be aware of what is included traditionally as part of afternoon and mid-morning tea trays. For example, afternoon tea menus are usually comprised of finger-size savoury sandwiches, scones with cream and jam, and a selection of cakes and/or pastries. In addition, the learner should be aware of the importance of presentation, in particular, how to set out the tray using appropriate cookery, accessories and linen, (e.g., cake stands, sugar bowls, napkins, etc.)
- Exemplify with the learner how to plan, produce and present food items not already produced as part of this course (e.g., bite-size sandwiches, savoury tarts, etc.) When planning and producing the tea trays, the learner should understand the importance of providing a variety of food items in the appropriate quantities.

Reviewing the finished items

*In order to help the learner achieve **Learning Outcomes 11 & 12**, in particular, consider doing the following*

Facilitate the learner to assess/evaluate the finished products

- Exemplify with the learner how to review and evaluate the completed items when they have been produced. The learner should have a basic understanding of how to review each item they make using the following criteria:
 - taste
 - presentation
 - nutritional value
 - planning and preparation time.
- Exemplify with the learner how to calculate the food costs and other factors that affect the final cost of producing the items. This particular learning objective may be incorporated or integrated into the delivery of other Level 3 QQI modules in basic numeracy and maths. However, assessment evidence must be retained as part of the Collection of Work for this module.

- Exemplify with the learner how to review their preparation, cooking and presentation skills in line with current food safety and hygiene legislation and regulations. The learner must understand the importance of applying their knowledge of safe and hygienic kitchen practices to each skills demonstration. In particular, the learner should be aware of the importance of applying the principles of quality control, especially HACCP as identified in learning outcome 1. A useful resource for this may be '**Safe Catering - your guide to making food safely**' produced by the FSAI, which can be downloaded at www.fsai.ie

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor's record of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentations, or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	20%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
The learner must present evidence that they have developed an understanding of: <ul style="list-style-type: none"> • the principles of food safety and associated legislation. • the organisation of a professional kitchen. • commonly used baking and dessert making ingredients. • the costings and quality control cycle involved in producing the specified food items. 	
Skills Demonstration	80%
Supporting evidence of the Skills Demonstrations must be included in the portfolio of assessment. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks. Audio, video or digital evidence must be provided in a suitable format.	
The learner will complete 6 main Skills Demonstrations at appropriate intervals during the delivery of the module. The learner will be allowed at least 1.5 hours to complete each of the Skills Demonstrations.	
When completing the Skills Demonstrations, it is important that the learner: <ul style="list-style-type: none"> • shows a discriminating attitude towards the preparation and baking of the food • organises work efficiently and in correct sequence • follows specified ingredients ratios, temperatures and timings • demonstrates good manipulative and baking skills • demonstrates safe and hygienic work practices and food preparation techniques • demonstrates knowledge of control issues in the food preparation area • presents the food items in a pleasing and appetising manner. 	
Skills Demonstration 1.	
<ul style="list-style-type: none"> • The learner will prepare, produce and present 6 savoury scones. • The learner will prepare, produce and present 6 sweet scones. • The learner will prepare, produce and present 1 savoury bread. • The learner will prepare, produce and present 1 sweet bread. 	

The learner will produce the above using both traditional and convenience methods.

Skills Demonstration 2.

- The learner will prepare, produce and present 1 sample of short pastry.
- The learner will prepare, produce and present 1 sample of sweet pastry.
- The learner will prepare, produce and present 1 sample of puff pastry.

The learner will produce the above using both traditional and convenience methods.

Skills Demonstration 3.

- The learner will prepare, produce and present 1 fresh fruit salad.
- The learner will prepare, produce and present 1 milk-based dessert.
- The learner will prepare, produce and present 2 other desserts.

Skills Demonstration 4.

- The learner will prepare, produce and present 1 Victoria sponge cake.
- The learner will modify the above recipe to include dried fruit, nuts, etc., and produce 1 adapted Victoria sponge cake.

Skills Demonstration 5.

- The learner will prepare, produce and present 1 sample of almond paste.

Skills Demonstration 6.

- The learner will prepare, produce and present 1 mid-morning tea tray.
- The learner will prepare, produce and present 1 afternoon tea tray.

11.b Assessment - General Information – Bread, Pastry and Desserts 3N0522.

All instructions for the learner must be outlined clearly in an Assessment Brief.

Mapping Each Learning Outcomes to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Explain the basic principles of food safety and associated legislation.	Collection of Work
2. Explain the organisation of a professional kitchen.	Collection of Work
3. Identify baking ingredients, recognising the importance of maintaining the accurate ratio of ingredients in recipes	Collection of Work Skills Demonstration
4. Demonstrate correct use of baking temperatures and times	Skills Demonstration
5. Produce sweet and savoury scones and breads using both traditional and convenience recipes and methods	Skills Demonstration
6. Produce short, sweet and puff pastry using both traditional and convenience methods	Skills Demonstration
7. Make a range of desserts including fresh fruit salads and simple milk-based desserts	Skills Demonstration
8. Make a basic Victoria sponge, varying the recipe with the addition of dried fruit and nuts	Skills Demonstration
9. Make almond paste for covering and decorating a cake	Skills Demonstration
10. Prepare mid-morning and afternoon tea trays to include sandwiches, scones, and pastries	Skills Demonstration
11. Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices	Skills Demonstration
12. Demonstrate basic understanding of the food cost and quality control cycle	Collection of Work Skills Demonstration

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.


Level 3 Bread, Pastry and Desserts 3N0522
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

Learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. Explain the basic principles of food safety and associated legislation.	Knowledge of basic principles of food safety practices. Knowledge of basic principles of hygienic personal and working practices. Knowledge of a range of Irish food safety regulators/authorities. Knowledge of a range of food safe regulations/legislation.		
2. Explain the organisation of a professional kitchen.	Be aware of how professional and domestic kitchens are organised. Understand how kitchen lay-out affects work flow.		
3. Identify baking ingredients, recognising the importance of keep the accurate ratio of ingredients in recipes.	Knowledge of basic baking ingredients, methods and utensils. Understand the importance of following recipe specifications to maintain the accurate ratio of ingredients.		
4. Demonstrate correct use of baking temperatures and times.	Understand the importance of adhering recipe specifications, particularly the use of appropriate temperatures and timing.		
5. Produce sweet and savoury scones and breads using both traditional and convenience recipes and methods.	Prepare, produce & present 6 sweet scones using traditional methods Prepare, produce & present 6 sweet scones using convenience methods Prepare, produce & present 6 savoury scones using traditional methods. Prepare, produce & present 6 savoury scones using convenience methods. Prepare, produce & present 1 sweet bread using convenience methods. Prepare, produce & present 1 sweet bread using traditional methods. Prepare, produce & present 1 savoury bread using convenience methods. Prepare, produce & present 6 sweet scones using traditional methods.		
6. Produce short, sweet and puff pastry using both traditional and convenience	Prepare, produce & present 1 sample of short pastry using traditional methods		

methods.	Prepare, produce & present 1 sample of short pastry using convenience methods Prepare, produce & present 1 sample of sweet pastry using traditional methods Prepare, produce & present 1 sample of sweet pastry using convenience methods Prepare, produce & present 1 sample of puff pastry using traditional methods Prepare, produce & present 1 sample of puff pastry using convenience methods		
7. Make a range of desserts including fresh fruit salads and simple milk-based desserts.	Prepare, produce & present a fresh fruit salad. Prepare, produce & present a milk-based dessert. Prepare, produce & present at least 1 other dessert.		
8. Make a basic Victoria sponge, varying the recipe with the addition of dried fruit and nuts.	Prepare, produce & present a Victoria sponge. Prepare, produce & present a variation of the above.		
9. Make almond paste for covering and decorating a cake.	Prepare, produce & present 1 sample of almond paste.		
10. Prepare mid-morning and afternoon tea trays to include sandwiches, scones, and pastries.	Prepare, produce & present a mid-morning tea tray. Prepare, produce & present an afternoon tea tray.		
11. Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices.	Apply the basic principles of food safety practices. Apply the basic principles of hygienic personal and working practices. Comply with relevant food safe regulations/legislation.		
12. Demonstrate basic understanding of the food cost and quality control cycle	Indicate how much it costs to make and serve food items produced during the delivery of the module. Apply the relevant principles of quality control throughout.		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature:

Date: _____

Assessor's Signature:

Date: _____

External Authenticator's Signature:

Date: _____