UHC32X
Produce biscuits, cakes and sponges

Unit reference number: D/507/5548
Level: 3
Guided Learning (GL) hours: 30

Overview
The aim of this unit is to develop learners' knowledge and understanding of the production of biscuits, cakes and sponges. Baked items require particular skills and learners will develop these throughout this unit. Using the correct ingredients, tools and equipment, they will be able to prepare and cook products in a safe and hygienic manner. They will also learn how to finish the products using decoration and filling techniques in order to present biscuits, cakes or sponges in a way that the customer will expect and at the level of the requirements of the organisation. Learners will also know the safe and hygienic storage procedures for biscuits, cakes and sponges.

Learning outcomes
On completion of this unit, learners will:

LO1 Know how to prepare and cook biscuits, cakes and sponges
LO2 Know how to finish biscuits, cakes and sponges
LO3 Be able to prepare, cook and finish biscuits, cakes and sponges
Assessment requirements

Learners must produce a portfolio of evidence which includes:

1. Service portfolio
2. Summative practical assessment

1. Service portfolio

Learners must produce a service portfolio.

At a minimum the service portfolio for this unit must include, using safe and hygienic practices, preparing, cooking, finishing and presenting biscuits, cakes and sponges and evaluating own performance, covering all of the following:

- Cooked a minimum of 6 types of biscuit, cake and sponge items
  - Biscuits
    - Shortbread
    - Tuile
    - Oat-based
    - A la cuillère
  - Cakes and sponges
    - Sugar batter such as Madeira
    - Fruit, pain de gene
    - Lemon cake
    - Banana cake
    - Melting method, for example parkin and chocolate brownies
    - Flour batter for example muffins and madeleines
    - Fatless sponge, for example Swiss roll, roulades, dacquoise, Japonnaise
    - Separated egg, for example sacher sponge
    - Whole egg foams such as genoise
    - Aerated egg white method such as Financiers
    - Miscellaneous methods such as Welsh cakes, pain d’épice

- Used a minimum of 3 finishing techniques
  - Piping, Motifs
  - Run outs
  - Cut outs
  - Moulding
  - Glazing
  - Dusting
  - Portioning
  - Icing
  - Filling
  - Rolling (roulade)
  - Smoothing
• Prepared a minimum of 3 different fillings, glazes, creams or icings
  - Buttercream
  - Pastry cream
  - Whipped cream
  - Jam
  - Chocolate
  - Fondant
  - Ganache
  - Royal icing
  - Italian meringue
  - Meringue
  - Preserved/fresh fruit
  - Lemon curd
  - Mousse
  - Cream cheese
  - Rolled fondant

Evidence from the one summative practical assessment must also be presented in the service portfolio.

The service portfolio must be completed prior to learners undertaking the one summative practical assessment.

2. Summative practical assessment

Learners must carry out a complete activity which will be observed and marked by centre assessors.

The practical assessment must take place in a real working environment and at a minimum the practical assessment for this unit must cover:
• Preparation of one type of biscuit or cake/sponge
• Cooking of one type of biscuit or cake/sponge
• Finishing of one type of biscuit or cake/sponge using appropriate fillings, glazes, icings and creams

Recorded professional discussion can also be used as an assessment method attached to the practical assessment and is particularly useful for gathering evidence for criteria related to evaluation and reflection. Professional discussions should be planned and recorded.
Unit content

LO1 Know how to prepare and cook biscuits, cakes and sponges

Explain the quality check during deliveries and corrective actions to be taken:
- Delivery – weighing and checking quality of delivered items in front of the delivery person
- Corrective action – reporting to appropriate person, seeking advice from appropriate person, contacting suppliers, substituting ingredients, replacing/removing menu items, and disposal of poor quality items

List the main ingredients in biscuits, cakes and sponges:
- Flour, sugar, eggs, cooking fat

Identify the quality points of ingredients used in producing biscuits, cakes and sponges:
- Freshness, appearance, colour, aroma, texture

Explain the ingredients that may cause allergic reactions:
- For example, wheat products, dairy products, eggs, seeds, gelatine, nuts

Identify different types of biscuits, cakes and sponges:
- For example, shortbread, tuilles, oat-based, a la cuillère, macaroons, Florentines, biscotti
- For example, madeira cake, fruit, pain de gene, lemon cake, banana cake, parkin, chocolate brownies, muffins, madeleines, Swiss roll, roulades, sacher torte, dacquoise, genoise, Financiers, Welsh cakes, pain d’épice

Describe the preparation methods for biscuits, cakes and sponges:
- Weighing, sifting, blending, mixing, rolling, rubbing in, kneading, creaming, whipping, melting, piping, portioning

Describe cooking methods for baking biscuits, cakes and sponge mixtures:
- Portioning, greasing, lining, blind baking, boiling, baking

List the tools and equipment needed for producing biscuits cakes and sponges:
- For example, bowls, spoons, whisks, mixers, sieves, rolling pin, piping bag and nozzle, pan, scales, tins, moulds, cutters, knives, ovens

State how to adjust the quantity of ingredients to give the correct portion yield:
- Multiply ingredients to make more portions
- Divide ingredients to make fewer portions

Explain the importance of using the correct temperatures to achieve the desired outcome:
- Compliance with current food safety regulations
- To avoid over-cooking
- To avoid under-cooking
- To meet dish requirements
Explain the advanced skills and techniques required when preparing biscuits, cakes and sponges:

- Sugar batter types such as Madeira cake, fruit, pain de gene, lemon cake, banana cake
- Melting method types, for example – parkin and chocolate brownies
- Flour batter types, for example – muffins and madeleines
- Fatless sponge, for example – Swiss roll, roulades
- Separated egg, for example – sacher torte, dacquoise
- Whole egg foams such as genoise
- Aerated egg white method such as Financiers
- Miscellaneous methods such as Welsh cakes, pain d’épice

Describe the common problems and causes with biscuits, cakes and sponges:

- Peaked cracked – top oven too hot, too much mixture for the size of tin, baked on too high a shelf in the oven, over-mixing, mixture too wet or too dry
- Cake has sunk – too much sugar causing a collapse of the structure, too much raising agent, under-cooking caused by wrong temperature and timings, cake disturbed during the cooking process
- Sugary speckled crust – too much sugar, wrong type of sugar used, not creamed enough
- Close heavy texture – too much liquid in the mixture, insufficient raising agent used, whisking method, egg and sugar not beaten enough, over-beating when adding flour, whisked mixture has curdled and does not hold sufficient air
- Coarse open texture – too much raising agent, insufficient mixing of flour
- Very dry texture – over-cooking of the cake, insufficient, too much raising agent
- Fruit has sunk – too much liquid to carry the weight of the fruit, too much sugar and raising agent
LO2 Know how to finish biscuits, cakes and sponges

List the tools and equipment used in the finishing of biscuits, cake and sponge products:
- For example, bowls, spoons, whisks, sieves, piping bag and nozzles, greaseproof paper, scales, palette knives

Describe the fillings, glazes, creams and icings that may be used to finish biscuit, cake and sponge products:
- For example, buttercream, pastry cream, whipped cream, jam, chocolate, fondant, ganache, royal icing, Italian meringue, meringue, preserved/fresh fruit, lemon curd, mousse, cream cheese, rolled fondant

Describe the finishing and decorating techniques for biscuits, cakes and sponges:
- For example, piping, motifs, run outs, cut outs, moulding, glazing, dusting, portioning, icing, filling, rolling (roulade), smoothing

Describe how to present biscuit, cake and sponge products:
- Check the finished product meets dish requirements
- Use the correct presentation dishes/plates

Explain the quality points of finished biscuit, cake and sponge products:
- Colour, texture, size, precision

Describe the storage procedures for finished products:
- Airtight container, refrigeration, freezing, temperature of storage, fresh (currently 3-4ºc) frozen (currently -8ºc) date, labelling, covered, position, stock rotation
LO3 Be able to prepare, cook and finish biscuits, cakes and sponges

Comply with uniform and personal appearance standards:
- Wear the correct uniform to comply with health and safety, food safety, Personal Protective Equipment (PPE) regulations. The uniform must be clean, hair must be tied back and put under a hat or hair net, beards or facial hair must be covered with a net and a clean apron must be used to prevent cross-contamination. Nails must be short, clean and unpolished and to prevent cross-contamination no jewellery should be worn; lost jewellery will contaminate food items. Strong smelling perfume or body spray should be avoided as this will affect the flavour of delicate food items.

Comply with food safety and food hygiene standards:
- Learners should make sure food is safe to eat, make sure nothing is added or removed and food is not treated in a way that makes it harmful to eat, make sure food is of the quality stated, make sure people are not misled by the way food is labelled, advertised or marketed; records should be kept on where food was obtained and this information should be shown on demand – known as ‘traceability’, unsafe food must be withdrawn and an incident report completed, people should be told why food has been withdrawn or recalled, e.g. a leaflet or poster, food hygiene rating should be displayed (if food is sold direct to the public).
- Food additives – only use an approved additive, only use it if approved for use in that food, ensure the food additive doesn’t exceed the maximum permitted level.
- Materials and packaging that can be reasonably expected to come into contact with food are called ‘food contact materials’. These can include – packaging, food processing equipment, cookware, work surfaces.
- Make sure food contact materials do not transfer anything to food they touch.
- Make sure food contact materials do not change the food they touch.
- When inspected, be able to show where the food contact materials came from.
- To keep food safe from bacteria, follow HAACP. Bacteria that cause serious health problems are
  - E.coli O157 and campylobacter
  - Salmonella, especially with the storage and handling of eggs

Apply hazard analysis and critical control points (HACCP):
- To avoid hazards. This keeps food safe from biological, chemical and physical safety hazards.

Follow mis en place work plan:
- Plan Work to timescales and follow work plan to ensure mis en place is prepared on time and correctly; the work plan should be realistic and adjusted when necessary. Work plans help to ensure that food items and dishes are ready for service.
- Work with accuracy (reduced waste, maximum yield)
- Work with speed
- Work with proficiency

Prepare biscuits, cakes and sponges in line with dish requirements:
- Sugar batter types such as Madeira cake, fruit, pain de gene, lemon cake, banana cake
- Melting method types, for example parkin and chocolate brownies
- Flour batter types, for example muffins and madeleines
- Fatless sponge, for example Swiss roll, roulades
- Separated egg, for example sacher torte, dacquoise
- Whole egg foams such as genoise
• Aerated egg white method such as Financiers
• Miscellaneous methods such as Welsh cakes, pain d’epice

Cook biscuits, cakes and sponges in line with dish requirements:
• Use the correct cooking methods for the dish requirements
• Cook the products at the correct temperatures
• Cook the products using the correct timings

Finish biscuits, cakes and sponges to meet dish requirements
• Use correct fillings, glazes, creams and icings appropriate to the product, for example a vanilla glaze on a pound cake or a chocolate ganache on a rich chocolate sponge cake
• Use the correct finishing and decorating techniques appropriate for the products, for example piping a decoration or words on a cake or biscuit
• Implement correct storage procedures
  - Airtight container, refrigeration, freezing, temperature of storage, fresh (3-4°C) frozen (-8°C) date, labelling, covered, position, stock rotation

Review the finished biscuits, cakes and sponges identifying strengths and areas for improvement:
• Taste, texture, appearance, flavour combinations
• Appropriate selection of
  - Preparation methods
  - Cooking methods
  - Finishing methods
• Recommendations for improvements
  - To preparation, cooking and finishing the dish
  - To the finished dish (texture, appearance, flavour combination)
  - To own performance during the practical session
Employability skills to be demonstrated throughout the practical assessment

**Communication:**
- With the Head Chef during service
- With other sections during service
- With the Head Chef and other sections to coordinate finishing dishes to arrive at the pass on time

**Commercial awareness:**
- Eco-friendly and cost-efficient use of resources (cleaning products and consumables), disposal of waste, locally sourced ingredients
Assessment criteria

In order to pass this unit, learners must achieve all pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge.

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Assessment guidance

Assessors must use the amplified assessment guidance in this section to judge whether assessment criteria have been achieved in the practical assessment.

**P19 Comply with uniform and personal appearance standards**

Learners must be professionally presented for practical sessions. They need to wear the correct uniform and PPE. The uniform must be clean. Hair must be tied back and under their hat and beard nets must be worn if appropriate. The learner must have: minimum make up, no jewellery, no strong smelling perfume/body spray, short, clean unpainted nails.

**P20 Comply with food safety and food hygiene standards**

Learners must show that they can work within the current food safety regulations throughout the assessment. Their methods and behaviour must minimise the risk of cross-contamination and follow routines to avoid potentially severe health hazards.

**P21 Apply hazard analysis and critical control points (HACCP)**

Learners must follow the HACCP procedures throughout the practical assessment.

**P22 Follow mise en place work plan**

Learners must be able to follow their work plan which needs to include the resources needed, the required ingredients to cook and finish the dish and tasks with time allocations. The work plan must be realistic and the learner needs to follow the plan during mise en place. At a pass level the plan may need to be adjusted during the mise en place or the plan may in general lack detail.

**P23 Prepare biscuits, cakes and sponges in line with dish requirements**

Learners must show they have the skills to prepare food items for biscuits, cakes and sponges using correct preparation techniques. Learners will not need any guidance when preparing food items. Learners must consider the dish requirements when preparing the dish so that suitable methods are used. For example, they will use the correct tools and equipment and select the correct ingredients for the products to be produced. They will weigh ingredients with accuracy to enable them to cook and finish the products.

**P24 Cook biscuits, cakes and sponges in line with dish requirements**

Learners must be able to show they have the skills to cook biscuits, cakes and sponges to the dish specifications and requirements. The cooking method(s) for the chosen items must be in line with the dish requirements, for example the oven must be at the correct temperature and the product must be cooked for the correct amount of time so the item meets the requirements. Cakes and biscuits will not be over-cooked or under-cooked and the texture of the finished item will be in line with the dish requirements. For example, a sponge cake will be light whereas a sacher torte will be denser in texture. Shortbread will have a light texture and the biscuit will melt in the mouth whereas a thick oat biscuit will be almost cake-like in texture.
### P25 Finish biscuits, cakes and sponges to meet dish requirements

Learners must use the correct finishing techniques for the chosen biscuits, cakes and sponges. The products produced must be appropriately presented with suitable fillings, glazes, icings and creams. For example a hazelnut cake will be sandwiched with a rich and creamy coffee crème patissiere and decorated with swirls of ganache and hazelnut praline. Learners must store the finished products in the appropriate manner for the type of biscuit cake or sponge. For example a biscuit product must be stored in an airtight container in an area which is at the correct temperature.

### P26 Review the finished biscuits, cakes and sponges identifying strengths and areas for improvement

Both the assessor and learners review the finished products. Learners identify the main strengths of the products and these are in line with the assessor's feedback. Through the evaluation process learners can recognise areas for improvement based on taste, flavour balance, texture, flavour combinations, consistency and look of icings, glazes and the overall look of the finished product.
Resources

The special resources required for this unit are access to a real or realistic working environment which supports the provision of preparing, cooking and finishing biscuits, cakes and sponges.

Recommended books:

Websites:
www.cengage.co.uk
www.cengagebrain.com

Delivery guidance

Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience. Learners may benefit from:

- Meaningful employer engagement so they relate what is being learned to the real world of work and understand commercial competency and use of products, tools and equipment
- Work experience within a commercial professional kitchen or catering organisation so they can practise to hone their skills in a real environment
- Using interactive information and technology, systems and hardware so they can learn about concepts and theories, research current trends, research product knowledge and produce visual aids

Links with other units

This unit is closely linked with the following units and should be assessed in line with the following guidance:

UHC11M Food safety for catering
Food safety must be embedded into every practical session and learners must be able to apply the theory of food safety to every day practices in the kitchen.

UHC93M Planning for preparing, cooking and finishing dishes
Planning is the key to success - therefore learner will be required to create and follow a mise en plan time plan for their practical assessments as included in this unit’s specification. A mise en place work plan should be used for every practical session and learners should be able to implement and follow their mise en place work plan for the practical session.