UHC66M
Pastry and bakery products

Unit reference number: R/615/0899
Level: 2
Guided Learning (GL) hours: 30

Overview

The aim of this unit is to develop the learners’ knowledge and understanding required for the production of basic pastry products and bakery products. Learners will study the quality points in pastry and bakery ingredients and the tools and equipment needed. They will also learn cooking methods used in the production of basic pastry and bakery items, ensuring that finished items meet dish requirements. Learners will be able to state how to make products healthier by substituting certain ingredients.

Learners will develop the knowledge and skills to complete the products for service using different finishing methods, which will include how to store items correctly and safely.

Learning outcomes

On completion of this unit, learners will:

LO1 Know the different types of pastry and bakery products
LO2 Know how to prepare pastry and bakery products
LO3 Know how to cook and finish pastry and bakery products
LO4 Be able to produce pastry and bakery products
Assessment requirements

Learners must complete all four assessment requirements related to this unit:

1. Portfolio
2. Graded practical assessment
3. External examination
4. Graded synoptic assessment

1. Portfolio

Learners must produce a portfolio. At a minimum the portfolio must contain evidence that the learners have:

- Produced a minimum of 3 types of pastry
  - Short
  - Sweet
  - Suet
  - Choux
  - Puff
  - Convenience

- Produced a minimum of 3 types of pastry products
  - Pie
  - Pudding
  - Tart/flan/quiche
  - Éclair/profiterole/Paris Brest
  - Millefeuille/Pithivier/jalousie/vol au vent
  - Samosas/Baklava

- Used all types of dough
  - Basic dough
  - Enriched dough

- Produced a minimum of 3 bakery products
  - Bread rolls, white and brown
  - Naan bread
  - Pitta bread
  - Pizza
  - Doughnut
  - Chelsea buns
  - Brioche
  - Savarin

- Used a minimum of 5 finishing methods
  - Egg wash
  - Seeds
  - Sugar
  - Piping
  - Filling
  - Spreading
  - Dripping
  - Dusting/dredging/sprinkling
The portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst treatment portfolios will not be graded, they may be sampled by the VTCT External Quality Assurer (EQA).

Evidence from the graded practical assessment must also be presented in the portfolio.

2. Graded practical assessment

Learners must carry out a complete practical assessment which will be observed, marked and graded by centre assessors. The grade achieved in the graded practical assessment will be the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment. At a minimum the graded practical assessment for this unit must cover:

- Produce a pastry or bakery product
- Finish a pastry or bakery product

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

3. External examination

Whilst the theory content of LO1, LO2 and LO3 may be naturally assessed in the graded practical assessment, they will be tested by an external examination towards the end of the period of learning.

External examinations will test knowledge and understanding from across the whole vocational area (mandatory units). Learners should use the unit content section of this unit to aid revision since exam questions will test the full breadth of this section.

External examinations will be set and marked by VTCT and will contribute to the overall qualification grade.

4. Graded synoptic assessment

In the last term or final third of their qualification, learners will be required to undertake a graded synoptic assessment. This will require learners to carry out a range of practical skills from across the whole vocational area (mandatory units). Assessment coverage will vary year on year, although all mandatory units will be covered over time.

VTCT will set a brief for centres which will detail the food items to be used in the graded synoptic assessment. Grading descriptors for the synoptic assessment will also be provided by VTCT.

The graded synoptic assessment will be marked and graded by centre staff and externally verified by VTCT.

The graded synoptic assessment will contribute to the overall qualification grade.
Unit content

LO1 Know the different types of pastry and bakery products

Learners must know the types of pastry and dough:
- Types of pastry
  - Short – easiest pastry to make. Mix flour, fat and water to bind together
  - Sweet – made with the addition of sugar and eggs
  - Suet – made with flour, beef suet, baking powder and water
  - Choux – made by cooking water, fat, flour, sugar and salt together to make a batter, then shaped and baked
  - Puff – flaky pastry made by layering fat between layers of pastry dough. It is a laminated dough
  - Convenience – pre-made pastry usually frozen
- Types of dough
  - Basic dough – four, salt, water and yeast used to make a smooth, clear dough
  - Enriched dough – adding fat, milk, sugar, eggs or spices to add flavour

Learners must know the types of pastry and bakery products:
- Types of pastry products
  - Pies – French cheese and ham savoury flan, Dutch apple tart
  - Suet puddings – steak and kidney pudding
  - Tart/flan/quiche
  - Éclair/profiterole/Paris Brest
  - Millefeuille/Pithivier/jalousie/vol au vent
  - Samosas/Baklava
- Types of bakery products
  - Bread rolls using white and brown flours
  - Naan bread
  - Pitta bread
  - Pizza
  - Doughnut
  - Chelsea bun
  - Brioche
  - Savarin/rum baba

Learners must know the key commodities used for pastry and bakery products:
- Types of flour
  - Plain – made commonly from wheat and does not contain a raising agent
  - Strong – made from “hard” wheat which is high in gluten which helps the bread expand and rise. This flour is not suitable for cake making
  - Self-raising – made from plain flour with baking powder added
  - Wholemeal/brown – made from the whole grain
- Types of raising agents
  - Yeast, fresh and dry
  - Baking powder
  - Bicarbonate of soda and cream of tartar
  - Steam
• Types of fat
  - Butter/margarine
  - Suet
  - Oil
  - Saturated, unsaturated

• Other ingredients
  - Eggs including pasteurised eggs
  - Cream; single, whipping and double
  - Milk, fresh and UHT
  - Sugar, e.g. caster, granulated or brown

• Ingredients that may cause allergic reactions
  - Flour/gluten
  - Eggs
  - Dairy products, e.g. cream and milk
  - Nuts, e.g. walnuts

Learners must know the quality points of commodities used for pastry and bakery products:
• Use-by date for items should be checked before use, e.g. fresh eggs
• Appearance for example:
  - No mould on dairy items or discolouration
  - Flour should be light in colour with no lumps
  - Butter should be light yellow and well protected from the air
  - Fruit should be of a bright colour with no sign of blemish or bruising
  - Chocolate should have a regular colour with no blooming, streaks or mottling
• Aroma for example:
  - Fruit should be fresh and fragrant
  - Eggs or cream should smell fresh and pleasant
• Texture/consistency for example:
  - Flour should have a sandy texture with no sign of foreign items or pests
  - Chocolate should be firm, e.g. not misshapen
  - Spices should be dry with no sign of moisture
  - Nuts should be kept in air tight container

Learners must know the importance of quality points for commodities for pastry and bakery products:
• Ensure the quality of the product served to the customer
• Regular quality checks will ensure a consistent product is produced

Learners must know what to consider when buying pastry and bakery commodities:
• Traceability and source – local, organic, seasonality, sustainable, fair-trade, ethical practises
• Quality – local, organic, affects the taste of the product
• Cost and value for money
• Ecological impact – carbon foot print, impact of transportation, e.g. number of lorries on the road
Learners must know how to store ingredients, pastry and bakery commodities:

- Room temperature, dry store. Correct temperature in line with current regulations, covered/labelled/dated, recording important labelling information in line with current regulations, e.g. allergen information

- Refrigerated at correct temperature in line with current regulations, covered/labelled/dated, recording important labelling information in line with current regulations (allergen information), cooling rapidly below 8°C in 90 minutes or in line with current regulations, use-by date, used within organisational guidelines, in line with HACCP, separate fridge if possible or separate area if fridge, comply with current food safety legislation
LO2 Know how to prepare pastry and bakery products

Learners must know the tools and equipment used to prepare pastry and bakery products:

- Appropriate for task
  - Mixing bowl
  - Measuring jug
  - Scales
  - Sieve
  - Spoon
  - Whisk
  - Rubber spatula
  - Palette knife
  - Rolling pin
  - Cutter
  - Scraper
  - Brush
  - Mixer
  - Zester
  - Baking tray
  - Pan
  - Wire cooling rack

Learners must know how to select ingredients for pastry and bakery products:

- To meet recipe specification
  - Read recipe thoroughly
  - Calculate number and size of portions needed

- Quality of ingredients
  - Appearance, freshness, colour, smell

- Cost considerations

Learners must know the skills and techniques when preparing pastry and bakery products:

- Weighing – all items must be weighed correctly as required in the recipe, as inaccuracies will affect the quality of the final dish
• Measuring – all liquids must be measured correctly and as the recipe requires, or the flavour and textures of the final dish will be affected

![Measuring](image)

• Rolling – using a rolling pin, pastry is rolled out to the required size and thickness. It should be evenly rolled so it is the same thickness. Pastry needs to be handled with care so that it is not overworked as this affects the quality of the pastry

![Rolling](image)

• Mixing – used to combine and evenly distribute ingredients though a mixture. This forms an aeration

![Mixing](image)

• Creaming – combining sugar with a solid fat such as butter and beating until a pale creamy yellow colour. This adds air to the mixture to create rise when cooking

![Creaming](image)

• Beating – mixing ingredients with a wooden spoon, electric mixer or food processor to incorporate air into the mixture to make it light and fluffy, e.g. when making sponge fingers the egg yolks are beaten with two-thirds of the caster sugar to a soft ribbon consistency

![Beating](image)
- Whisking – used to trap air and increase volume. Commonly used when making French meringues as the egg whites are whisked and then sugar added and whisked until the mixture forms peaks and whisking cream to thicken it. A metal or electric whisk can be used.

- Folding – use to add a beaten ingredient into a denser ingredient e.g. whisked egg whites into melted, cooled chocolate. As much air as possible needs to be retained in the mixture. The technique used is to take a metal spoon or flat specular and move it gently in a figure of eight movement through the mixture while turning the bowl.

- Rubbing in – the process of making butter and sugar into a crumb like consistency. This method prevents the gluten strands from becoming activated, which would result in a tough paste with a hard crust.

- Greasing moulds/tins – brush the mould with melted butter and can be used with silicone paper so items can be easily removed from the mould, e.g. French cheese and ham savoury flan.

- Blind baking – line the flan by covering the inside with a cartouche of baking parchment or plastic film and fill with baking beans and bake the pastry case. Allow to rest in a refrigerator if necessary and bake at the specified oven temperature.
• Fermenting or levain – a mixture of ingredients, usually flour, water and yeast, which is put into a plastic container with a lid and left at room temperature for a minimum 6 hours. This is then added to bread dough to increase the flavour and lighten the finished bread texture

• Bulk fermentation time (BFT) – this term is used to explain the amount of time required for the first prove of the dough to create the fermentation of the dough

• Resting the dough – the dough is left to sit covered to allow the gluten to relax which makes the dough easier to shape

• Kneading or working the dough – once the ingredients have been mixed to make the dough it is kneaded or worked to stretch and develop the gluten structure. When kneading by hand the dough is pushed and pulled so as to stretch the dough

• Proving – the final proving is done after the dough has been shaped. It is left to increase in size and the proving improves the texture of the finished baked product

• Knocking back – once the dough has finished being proved for the first time it is then kneaded to knock the air bubbles out of the mixture to create an even texture in the final product

• Scaling – used to ensure that portion size is controlled by weighing the pieces of dough after it has been divided into smaller pieces using a dough divider

• Shaping – to create the final shape of the dough product
Learners must know the importance of waste management when preparing pastry and bakery products:

- **Portion control**
  - Dish specification, portioning into individual portions, consistency of portions

- **Minimise waste**
  - Menu planning to make the most of food items

- **Using correct tools and equipment**
  - Ensure the equipment is in full working order so maximum yield is achieved
  - Make sure the scales are correctly calibrated so weights and measures are accurate

- **The importance of using the correct tools and equipment**
  - The use of the correct equipment will ensure that the tasks are conducted with precision with minimum waste/damage to the ingredients
LO3 Know how to cook and finish pastry and bakery products

Learners must know the tools and equipment used to cook and finish pastry and bakery products:
- Oven
- Prover
- Deep fryer
- Baking tray
- Tin
- Cooling rack
- Weighing scales
- Brush
- Knives, including palette knife

Learners must know cooking methods for pastry and bakery products:
- Baking
  - Baking is the cooking of food by dry heat in an oven in which the action of the dry convection heat is modified by steam. Baking includes dry baking, increased humidity baking and bain-marie baking
- Deep frying
  - Deep frying is the cooking of food in pre-heated deep oil or clarified fat
- Steaming
  - Steaming is the cooking of prepared food items by steam (moist heat) under varying degrees of pressure

Learners must know how to make pastry and bakery products healthier:
- Reducing amount of fat by using substitute products or low fat versions
- Using healthier ingredients – wholemeal flour instead of plain
- Choosing alternative cooking methods – baking instead of deep frying
- Portion control/smaller portions

Learners must know the problems with pastry and bakery products:
- Overcooked, reduce cooking time
- Undercooked, increase cooking time
- Shrinkage, rest pastry before cooking and ensure weighing is accurate
- Poor shape or close texture for dough products, under proved
- Flat shape or loose dough products, over proved

Learners must know how to finish pastry and bakery products:
- Finishing methods
  - Dipping – products dipped into chocolate to decorate the outside of a product and add flavour, e.g. eclairs
  - Portioning – ensure product is divided into equal portions for service
  - Dusting/dredging/sprinkling – when the final product is presented with a fine coating, e.g. sugar on doughnuts, nuts on baklava or poppy seeds on bread rolls
  - Glaze – adding shine and coating food items to add flavour, e.g. glazing fruit tarts with melted apricot jam, glazing Chelsea buns with icing sugar
  - Egg wash – to add appeal, texture and a golden colour to final product
  - Seeds – e.g. added to the top of bread
- Sugar – e.g. added to the top of Chelsea buns
- Piping – e.g. cream is piped onto fruit tarts, meringue is piped onto lemon meringue pies
- Filling – e.g. Devonshire splits have a cream and jam filling, éclairs can be filled with cream, crème Chantilly, chocolate ganache, or crème pâtissière
- Spreading – products can be covered with a glaze or icing that is spread evenly over the product or inside the product, e.g. evenly spreading raspberry jam in a pastry case to make Bakewell tarts

**Learners must know the quality checks carried out when cooking and finishing pastry and bakery products:**
- Correct colour, texture and flavour – golden colour, rich flavour, good crumb, springy texture, crisp texture, size
- Dish specifications

**Learners must know how to store pastry and bakery products:**
- Baked products do not keep well and should only be stored for a short time
- Keeping products in the refrigerator for any length of time leads to the breakdown of starch and loss of flavour
- Storage needs to be in an airtight container or wrapped in plastic film, labelled with the date and any relevant information, e.g. allergens
- Stored in line with current regulations
- Freezing products is a good way to store pastry and bakery products that have been completely cooled to below 5°C. Items need to be covered/labelled/dated
  - A blast chiller can be used to freeze food items for 30 minutes before putting on the freezer to minimise the likelihood of freezer burn (when the cold air damages exposed food)
LO4 Be able to produce pastry and bakery products

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
  - Facial hair must be covered with a beard net
  - 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
  - No strong smelling perfume or body spray 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
  - Unsafe food must be withdrawn and reported to supervisor
  - Records should be kept on where food was obtained and this information should be shown on demand – known as ‘traceability’
- Food additives
  - Only use an approved additive
  - Only use if it is 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
- Ensure food contact materials do not transfer anything to food they touch
- Ensure food contact materials do not change the food they touch
- 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
- Hazard Analysis Critical Control Points (HACCP) are an internationally recognised food safety management. The emphasis is on identifying the critical points in a process where food safety problems (or hazards) could arise. Steps can then be put in place to prevent things going wrong. Keeping records is also an important part of HACCP systems

Produce and follow mise en place work plan:
- Plan work to timescales
  - Mise en place work plan should be realistic and adjusted when necessary
- Follow work plan to ensure mise en place is prepared on time and to meet product requirements
- Work with accuracy – reduced waste, maximum yield
- Work consistency
- Use appropriate skills and techniques
Prepare pastry and bakery items in line with the product requirements:
- Use skills and techniques when preparing pastry or bakery product
  - Pastry
    - Weighing
    - Measuring
    - Rolling
    - Mixing
    - Creaming
    - Beating
    - Whisking
    - Folding
    - Rubbing in
    - Greasing moulds/tins
    - Fermenting
    - Bulk fermentation time (BFT)
    - Resting
    - Kneading
    - Knocking back
    - Scaling
    - Shaping
    - Proving

Cook pastry and bakery items in line with the product requirements:
- Baking
- Deep frying
- Steaming

Finish pastry and bakery items to meet the product requirements:
- Egg wash
- Seeds
- Sugar
- Piping
- Filling
- Spreading
- Dipping
- Dusting/dredging/sprinkling
- Glaze
- Correct colour, texture and flavour to meet dish specifications
- Check temperature – before serving to ensure the right temperature is applied
- Presentation of products – check fillings and decoration to ensure perfect
- Manage portion size – to ensure that there is enough portions for service
- Present in style suitable for service – plated, silver, buffet, tiered stand
- Check final presentation before services
- Refrigerated/frozen at correct temperature, covered, labelled, dated
Identify strengths and areas for improvement to the product:

- Review the finished product
  - Taste, texture, appearance, flavour combinations, use of fillings and sauces, decoration, plating techniques
  - Appropriate use of skills, techniques and cooking methods
Assessment criteria

Assessment criteria will be applied to the graded practical assessment. In order to pass this unit, learners must at a minimum achieve all pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

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<td>The learner can:</td>
<td>To achieve a merit grade, in addition to achievement of the pass criteria, the learner can:</td>
<td>To achieve a distinction grade, in addition to achievement of the pass and merit criteria, the learner can:</td>
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<td><strong>LO4</strong> Be able to produce pastry and bakery products</td>
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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 graded practical assessment.

### P1 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 (if required) must be worn.

The learner must have: minimum make-up, no jewellery, no strong smelling perfume/body spray, short and clean unpainted nails.

### P2 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 working methods and behaviour must minimise the risk of cross-contamination and follow routines to avoid potentially severe health hazards.

### P3 Apply hazard analysis and critical control points (HACCP)

Learners must follow the HACCP procedures throughout the practical assessment.

### P4 Produce and follow mise en place work plan

Learners must be able to follow their work plan which must detail the resources needed, the required ingredients to prepare, cook and finish the product and an outline of tasks with time allocations.

The work plan must be realistic and sufficiently detailed. Learners need to follow the plan during mise en place and make adjustments as appropriate.

### P5 Prepare pastry and bakery items in line with the product requirements

Learners must show they are able to prepare food items for pastry and bakery products, using appropriate skills. Learners will check the ingredients for quality point and the suitability for the product requirements.

Learners should work independently when preparing food items and consider the requirements of the product, e.g. when rolling pastry, learners will be able to do it consistently so all items are the same thickness and size. They will also measure and weigh all ingredients independently and accurately. They will show consistency and accuracy when filling pies, e.g. when making French cheese and tomato quiche all the pastry cases contain the same amount of filling.

Throughout the preparation learners will show they have considered the product requirements in terms of preparation skills.

Learners will select the correct tools and equipment to prepare the products and use the equipment and tools appropriately, e.g. when dividing bread dough a dough divider is used or when using a tin, silicone paper is used.
P6 Cook pastry and bakery items in line with the product requirements

Learners must select the appropriate cooking method for the products, e.g. when cooking a lemon meringue pie, the pastry will be cooked blind first; the filling for the pie will be fully cooked before piping on the meringue.

The learner must show they know how to use the cooking method effectively to meet the product requirements. The cooking method will be implemented accurately. For example, when baking choux paste for éclairs, the learners will not overcook the pastry to a dark colour and they will also ensure the éclairs maintain a dry texture.

Learners will select the correct tools and equipment to cook the products and use the equipment and tools appropriately. For example, a suitably sized tray is selected to enable the effective cooking of the éclairs.

P7 Finish pastry and bakery items to meet the product requirements

Learners must use the appropriate finishing techniques for the chosen products.

The products should be presented in a style suitable for the service situation, plating should be precise and every item must be the same in terms of presentation, portioning and overall look. For example, each rum baba should be soaked correctly, have the same amount of filling and the same amount of garnish.

P8 Identify strengths and areas for improvement to the product

Learners must be able to identify the main strengths of the dish and areas that may need some improvement.

For example, the learner has prepared, cooked and finished fruit savarins; the identified strengths of the products may include that the fruit savarins were cooked well and were presented uniformly so they all looked the same. The fruit filling was well prepared and the same amount was used in each savarin. The fruit savarin was decorated with piped cream on the top and plated in the middle on a small plate.

The identified weaknesses may include that the fruit savarins could have been soaked more evenly and soaked for a little longer. This would ensure that all the savarins were moist and well flavoured with the syrup. The plating could be improved by ensuring the piped cream on the top was consistent in shape and size.

M1 Use the work space effectively

Throughout the mise en place and service learners should work effectively and hygienically. The bench/work space should be clear and cleaned at the end of each task. Learners should dispose of any waste as they go along and their tools and equipment should be cleaned and put away when they have finished using them.

The work space should be organised and set out to allow them to work in a logical order. The learner must show they can work in a disciplined way, following their mise en place work plan.

The production of pastry or bakery products runs smoothly because learners are well prepared and work in a calm and professional way.
M2 Use skills with confidence and accuracy whilst minimising waste

Learners must show that their skills reach a consistently high standard and they carry out the task with confidence, completing the task within an industry expected time frame. Learners must demonstrate skills with efficiency, by working systematically and methodically when preparing pastry and bakery products, whilst also minimising waste. Learners must carry out tasks with precision, e.g. doughnuts should all be the same size and waste should be minimised.

The pastry and dough product yield should be as expected so if the recipe expects 10 portions to be produced, 10 portions should be produced.

Learners clearly show that they know what they are doing, confidently and skilfully carry out tasks and show accuracy and deftness.

M3 Use effective team working skills to meet the needs of the service session

Learners must show that they can communicate effectively with others to ensure that the dishes reach the pass at the correct time. They will talk to and work with their own and other section teams to ensure all the products for the same order arrive at the pass at the same time.

Learners will clearly show they can manage their time and use their skills to produce products at the correct time and work as part of the kitchen team (not just in their section team), to contribute to the smooth running of the service.

D1 Create a finished dish that reflects attention to detail and creativity

The final products must have the appearance of professional finished products suitable for the service situation.

The presentation and finishing should be faultless. The shape and size of the plates complement the products and enhance their appearance. Product accompaniments and garnishes have been selected and placed to create an excellent looking plate. The overall look of the products should be consistently good and of the highest standard, including any filling, decoration and overall look of the products.

For example, when plating éclairs learners have drizzled white chocolate over the finished éclairs to add interest and sweetness to complement the dark chocolate on top of the éclairs and the dark chocolate ganache used as a filling.
Learners will identify areas for improvement and explain recommendations to improve the products. This could focus on the cooking methods used, the flavour combinations or the presentation of the finished products.

For example, the learner may identify that the plating needs to be more appealing to the customer and that using a different shaped plate or a large bowl would create a better first impression.

Another example would be, when plating up the éclairs they could have decorated the éclair better and added some garnish to the dish to add to the look of the plate. They may suggest that drizzling some melted white chocolate over the éclairs would improve the appearance of the finished product. They may also suggest the addition of a single raspberry to one end of each éclair to enhance the overall presentation.

Alternatively, the learner may focus on the flavour combinations or flavour balance, e.g. they may suggest the use of flavoured custard to fill the éclairs or a flavoured cream to add a different flavour combination, e.g. using raspberry crème pâtisserie or coffee filling using mascarpone and cream.
Resources

The special resources required for this unit are access to a real or realistic working environment which supports the provision of producing pastry and bakery products.

Recommended books:
- Cengage Professional Chef Level 2 Diploma 2e edition
- Professional Patisserie: Neil Rippington, Mick Burke, Chris Barker Hodder Education

Recommended 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 product, tools and equipment usage when preparing, cooking and finishing pastry and bakery products
- Work experience within a professional kitchen so they can 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:

**UHC70M Food safety and hygiene in the kitchen**
Food safety and hygiene in the kitchen should be embedded in all practical sessions and assessments. Learners need to know how to follow the regulations and guidelines to create a safe working environment and to produce food that is safe to eat and sell. UHC70M Food safety and hygiene in the kitchen should be delivered before UHC66M Pastry and bakery products.

**UHC52M Planning and preparing for service**
Planning is the key to success. Learners will be required to create and follow a mise en place time plan for their practical assessments, as included in this unit’s specification. UHC52M Planning and preparing for service should be delivered before UHC66M Pastry and bakery products.

**Graded synoptic assessment**
At the end of the qualification of which this unit forms part, there will be a graded synoptic assessment which will assess the learner’s ability to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification. It is therefore necessary and important that units are delivered and assessed together and synoptically to prepare learners suitably for their final graded assessment.