UHC67M
Biscuits, cakes and sponges

Unit reference number: F/615/0901
Level: 2
Guided learning (GL) hours: 30

Overview

The aim of this unit is to develop learners’ knowledge, understanding and practical skills in preparing and cooking biscuits, cakes and sponges. Learners will investigate different types of biscuits, cakes and sponges so they have an understanding of the range available.

Learners will develop their practical skills and focus on the production of biscuits, cakes and sponges demonstrating preparation, cooking and finishing skills. Learners will review their own performance and know how to correct errors and improve the dish.

Learning outcomes

On completion of this unit, learners will:

LO1 Know the different types of biscuits, cakes and sponges
LO2 Know how to prepare biscuits, cakes and sponges
LO3 Know how to cook and finish biscuits, cakes and sponges
LO4 Be able to produce biscuits, cakes and sponges

Version 4
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 1 type of biscuit
  - Viennese biscuit
  - Macaroons
  - Langue du chat
  - Biscuit à la cuillère
- Produced a minimum of 1 type of cake
  - Cupcakes
  - Scones
  - Dundee
  - Madeira
  - Financier
  - Madeleines
- Produced a minimum of 1 type of sponge
  - Genoese
  - Swiss roll
  - Chocolate
  - Victoria
  - Plain sponge
- Used a minimum of 4 preparation methods in line with product requirements
  - Weighing
  - Sifting
  - Mixing
  - Rolling
  - Rubbing in
  - Creaming
  - Beating
  - Whisking
  - Whipping
  - Melting
  - Piping
  - Portioning
• Used a minimum of 8 icings, fillings, glazes and coverings
  - Buttercream
  - Pastry cream
  - Whipped cream
  - Chantilly cream
  - Jam
  - Chocolate
  - Ganache
  - Icing – any type
  - Marzipan
  - Meringue – any type
  - Preserved fresh fruit
  - Mousses
  - Cream cheese
  - Glazes

• Used a minimum of 3 finishing and decorating techniques (suitable for service situations)
  - Portioning
  - Cutting
  - Glazing
  - Piping
  - Feathering
  - Dusting

The portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst the portfolio 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:

- Preparation of a biscuit, cake or sponge for cooking
- Cooking a biscuit, cake or sponge
- Finishing a biscuit, cake or sponge

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 biscuits, cakes and sponges

Learners must know about biscuits, cakes and sponges:
- Types of biscuits, cakes and sponges for example:
  - Biscuit – Viennese biscuit, cookies, macaroons, langue du chat, biscuit à la cuillère, can be plain, decorated or dipped to finish, e.g. Viennese whirls dipped in chocolate
  - Cake – cupcakes, Dundee, Madeira, financier, madeleines, can be decorated or topped with finishes, e.g. lemon drizzle cake
  - Sponge – Genoese, Swiss roll, chocolate, Victoria, plain sponge, can have a filling added as well as being decorated or topped with a finish. The difference between a biscuit and a cake is that a biscuit goes soft when stale and a cake goes hard

Learners must know about the role of biscuits, cakes and sponges in afternoon tea:
- Initially afternoon tea was introduced by the upper classes as a way of filling a gap between luncheon and dinner
- It is a chance for chefs to showcase their skills
- Small, light and well-presented cakes and pastries are produced to delight the customer
- It is generally accepted that afternoon tea will be served at 4pm and will include a range of teas such as Darjeeling and Assam
- In England, and particularly Devon and Cornwall the highlight of afternoon tea is warm scones, fruit preserves and clotted cream
- It is important that each cake produced is fresh with an attractive appearance and attention to detail is clear in the finish and decoration

Learners must know the key commodities for biscuits, cakes and sponges:
- Dairy products and eggs
  - Butter
  - Cream – single, double, whipping and clotted
  - Milk – full fat, buttermilk, semi-skimmed
  - Yoghurt
  - Eggs
  - Crème fraiche
  - Soured cream
- Fruit
  - Frozen and fresh seasonal fruit
  - Dried or candied peel and fruit
- Dry commodities
  - Sugar, flour, rice, cocoa powder, baking powder, suet, icing sugar, spices, salt
- Other products
  - Syrup, vanilla extract or pods, nuts, chocolate, liquid glucose, food colouring, flavourings
- Ingredients that may cause allergic reactions, e.g.
  - Flour/gluten
  - Eggs
  - Dairy products – cream and milk
  - Nuts – walnuts, peanuts
Learners must know about the quality points for biscuit, cake and sponge commodities:
- Use by date for items should be checked before use, e.g. eggs
- Fruit should be checked to ensure it is fresh, unbruised, minimal blemishes
- Appearance of other ingredients for example:
  - No mould or discolouration on dairy items
  - Flour should be light in colour with no lumps or mites
  - Butter should be light yellow and well protected from the air, not rancid
- Aroma of ingredients, for example:
  - Fruit should be fresh and fragrant
  - Eggs or cream should smell fresh and pleasant
- Texture/consistency of ingredients for example:
  - Flour should have a sandy texture with no sign of foreign items
  - Chocolate should have a regular colour and should be firm
  - Spices should be dry with no sign of moisture
  - Nuts should be kept in an airtight container and not smell off

Learners must know about the importance of quality points for biscuit, cake and sponge commodities:
- Impacts on the outcome of the finished biscuit, cake or sponge as affects flavour, texture and look
- Ensure the quality of the biscuit, cake or sponge served to the customer by using good quality ingredients
- Regular quality checks on ingredients will ensure a consistent product is produced as ingredients will be fresh, free of mites and at their best

Learners must know about buying biscuit, cake and sponge commodities:
- Traceability and source – local, organic, intensively farmed, free range for eggs sustainability, fair trade, ethical practices, responsible sourcing
- Quality – local, organic, affect the taste of the food items
- Cost and value for money
- Ecological impact – e.g. carbon footprint, impact of transportation, e.g. number of lorries on the road

Learners must know about storage of biscuits, cakes and sponge and commodities:
- Dairy products and eggs should be stored in air-circulated refrigeration units and kept in clean, covered plastic containers. Separate dairy and egg products from other ingredients to avoid cross-contamination. Using a separate refrigerator, if at all possible, is good practice
- Fruit should be removed from the boxes and trays in which they were delivered as soon as possible, as these can be contaminated and may contain fruit flies or other insects. The fruit should be stored in clean plastic trays in refrigerated conditions, the exception being bananas which should not be stored in a refrigerator
- Dry commodities need to be stored in clean, sealed plastic containers on clean shelving in a separate store room. The room must be maintained at a constant cool temperature and should have a dry atmosphere
- Stock rotation should be employed ‘first in, first out’ should be followed
- Refrigerated/frozen 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 biscuits, cakes and sponges

Learners must know the tools and equipment used to prepare biscuits, cakes and sponges:
- Appropriate for task
  - Bowls
  - Spoons
  - Whisks
  - Mixers
  - Sieves
  - Rolling pin
  - Piping bag and nozzles
  - Pans
  - Scales
  - Cutters
  - Knives

Learners must know how to select ingredients for biscuits, cakes and sponges:
- 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 biscuits, cakes and sponges:
- Weighing – all items must be weighed correctly as required in the recipe as inaccuracies will affect the quality of the final dish
- Sifting – breaks up any lumps in the flour and aerates, it helps dry ingredients mix easily as lump-free and reduced to a fine powder
• Mixing – used to combine and evenly distribute ingredients though a mixture. This forms an aeration.

• Rolling – using a rolling pin, biscuit dough is rolled out to the required size and thickness. It should be evenly rolled so it is the same thickness throughout.

• Rubbing in – the process of making butter and sugar into a crumb like consistency. This method prevent the gluten strands from becoming activated.

• 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.

• 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.
- 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.

- Whipping – air is added to the ingredient being whipped and the air is trapped and this increases the volume of the ingredient

- Melting – changes a solid to a liquid by raising the temperature of a food item until it becomes a liquid, e.g. sugar, butter, chocolate. Different food items melt at different temperatures for example butter melts to a thin liquid consistency at 32–35 °C (90–95 °F), the melting point of chocolate is 86 °F (30 °C)

- Piping – using a piping bag and different size and shaped nozzles to create the desired shape biscuit, cake or sponge

- Portioning – ensuring the correct quantity is made for the number of portions needed and ensure all portion is the same size or weight
Learners must know the different methods of preparing biscuits, cakes and sponges:

- **Sugar batter method**
  - Cream together the fat and sugar until light, fluffy and a cream colour, slowly add eggs, add flour and other wet ingredients, add any dry ingredients

- **Flour batter method**
  - Whisk sugar and eggs to create an aeration, cream fat and an equal proportion of flour in another bowl, slowly add the aerated egg mixture in 4 stages to the creamed fat and flour mixture, then add the rest of the flour and any other dry ingredients

- **One stage method**
  - Combine all the dry ingredients, combine all the wet ingredients, slowly combine the dry and wet ingredients and then add any other dry ingredients, e.g. fruit to the mixture

Learners must know 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

Learners must know the importance of waste management when preparing biscuits, cakes and sponges:

- **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 products
LO3 Know how to cook and finish biscuits, cakes and sponges

Learners must know the tools and equipment needed to cook biscuits, cakes and sponges:
- Ovens
- Tins
- Moulds
- Cases
- Pans
- Baking trays
- Ladles, spoons
- Trays
- Palette knives
- Piping bag and nozzles
- Sieve

Learners must know the cooking methods for biscuits, cakes and sponges:
- Portioning
  - All the products should be made to the same size and shape, e.g. biscuits are made in the same size and shape before cooking, cupcake cases are filled with the same amount of cake batter before baking
- Greasing
  - Tins, moulds or cases are greased with e.g. butter to make sure the products do not stick and come off or out of the tins, moulds or cases without damaging the product
- Lining
  - Some products need to be cooked in lined tins and moulds to make it easier to remove the products from the tins or moulds and to protect the product from overcooking or becoming too brown once cooked
- 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

Learners must know the importance of using the correct cooking temperatures to achieve the desired outcome:
- Compliance with current food safety regulations
- To avoid overcooking
- To avoid undercooking
- To meet dish requirements

Learners must know the quality points of finished biscuit, cake and sponge products:
- Colour, texture, size, precision
Learners must know about basic faults 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

Learners must know the types of icings, fillings, glazes and coverings for biscuits, cakes and sponges:

- **Buttercream** – made with icing sugar and butter, beaten
  - Basic, French, Italian

- **Pastry cream/ crème pâtisserie** – made from egg yolks, sugar and flour

- **Whipped cream** – double or whipping cream, can be flavoured

- **Chantilly cream** – sweetened whipped cream, can be flavoured with a liqueur

- **Jam** – made from fruit and sugar, boiled until setting point is reached

- **Chocolate** – can be tempered or used to make other fillings

- **Ganache** – chocolate and double cream used as a filling/covering

- **Icing**
  - Fondant icing – made from sugar, water, cream of tartar or liquid glucose boiled until reaches a soft ball shape. The mixture makes a dough which can be coloured and flavoured to cover products
  - Royal icing – a fluid paste made from whisksed egg whites, icing sugar and lemon juice that sets to a firm consistency
  - Water icing – made from icing sugar and water to make a soft consistency

- **Marzipan** – made from ground almonds, icing sugar and egg whites and made into a dough. Can be flavoured and used to decorate, make into figures, moulded decorations or used to top a cake before Royal or fondant icing is used

- **Meringue**
  - Italian – the sugar and water is melted and then poured into whisksed egg whites and cream of tartar to create a thick, glossy meringue
  - French – the egg whites are whisksed with sugar to form peaks. The meringue then needs to be cooked
  - Swiss – this type of meringue requires the egg whites, sugar and cream of tartar to be whisksed over hot water until the sugar dissolves, then continued to be whisksed away from the heat until stiff, glossy peaks are formed
• Preserved/fresh fruit – always a favourite filling for cakes and sponges and can be used to decorate the tops of cakes and sponges
• Fruit curd – made from fruit purée or juices, sugar, eggs and butter used as a filling or covering for products, can add tartness
• Mousse – used to fill cakes and sponges, should be light and fluffy
• Cream cheese – can be mixed with sugar to make an icing or frosting, flavours can be added
• Glazes
  - Gelatine based – keeps the fruit in place, adds a gloss to the finished product
  - Jam based – jams can be heated to a liquid and used to glaze the tops of products
  - Chocolate – used to fill or cover products, when used as a covering chocolate should shine

Learners must know the finishing and decorating techniques for biscuits, cakes and sponges:
• Portioning
  - Portion control and consistency of size and shape of the cake or sponge produced. Portions should be determined before cutting and each should be equal size
• Cutting
  - When cakes or sponges are cut, the cut should be smooth and a sharp knife should be used and cleaned after each cut
• Glazing
  - Glazing a cake or sponge will leave a long lasting glossy finish. A glaze can be based on a jam or jelly recipe and should be strained
• Piping
  - For example buttercreams, cream and meringue can be piped for decoration or filling for biscuits, cakes and sponges
  - Piping should be complementary to the biscuit, cake or sponge and not used to mask mistakes
• Feathering
  - This is a very simple finishing method for cakes and sponges. Feathering and fanning is simply the actions of drawing lines of icing across an already iced background in a feather and fan design
• Dusting
  - For example dusting with icing sugar or cocoa powder from a fine sieve or muslin cloth will lift the presentation from the plate, ground dried fruits can also be used to dust
• Comply with current food safety regulations
• Plating suitable for service style

Learners must know how to present biscuit, cake and sponge products:
• Check the finished product meets dish requirements
• Use the correct presentation dishes/plates

Learners must know how to make dishes healthier:
• Choosing alternative ingredients, e.g. low fat options such as half fat cream, natural yoghurt, olive oil instead of butter, skimmed or semi skimmed milk
• Using healthier finishing methods, e.g. do not add butter, use a low fat sauce without cream
Learners must know how to store finished biscuits, cakes and sponges:

- Dairy products and eggs should be stored in air-circulated refrigeration units and kept in clean, covered plastic containers. Separate dairy and egg products from other ingredients to avoid cross-contamination. Using a separate refrigerator, if at all possible, is good practice.

- Fruit should be removed from the boxes and trays in which they were delivered as soon as possible, as these can be contaminated and may contain fruit flies or other insects. The fruit should be stored in clean plastic trays in refrigerated conditions, the exception being bananas which should not be stored in a refrigerator.

- Dry commodities need to be stored in clean, sealed plastic containers on clean shelving in a separate store room. The room must be maintained at a constant cool temperature and should have a dry atmosphere.

- Stock rotation should be employed ‘first in, first out’ should be followed.

- Refrigerated/frozen 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 of fridge, comply with current food safety legislation.
LO4 Be able to produce 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
  - 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 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 plan 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 biscuits, cakes and sponges in line with product requirements:
- Use of skills and techniques when preparing desserts
  - Weighing
  - Sifting
  - Mixing
  - Rolling
  - Rubbing in
  - Creaming
  - Beating
  - Whisking
  - Whipping
  - Melting
  - Piping
  - Portioning
- Use tools and equipment appropriately
  - Bowls
  - Spoons
  - Whisks
  - Mixers
  - Sieves
  - Rolling pin
  - Piping bag and nozzles
  - Pans
  - Scales
  - Cutters
  - Knives

Cook biscuits, cakes and sponges in line with the product requirements:
- Use the correct and appropriate icings, fillings, glazes and coverings
- Use appropriate finishing and decorating techniques
- Check temperature before serving to ensure right temperature is applied
- Presentation of product – check filling/decoration to ensure perfect
- Manage portion size to ensure there are enough portions for service
- Presented in style suitable for service – plated, silver, buffet, tiered stand
- Check final presentation before service
- Refrigerated/frozen at correct temperature, covered, labelled, dated

Finish biscuits, cakes and sponges to meet the product requirements:
- Use correct fillings, glazes and icings appropriate to the product
- Use the correct finishing and decorating techniques appropriate for the products
- Airtight container, refrigeration, freezing, temperature of storage, fresh (3-4°C) frozen (-8°C) date, labelling, covered, position, stock rotation

Identify strengths and areas for improvement to the product:
- Taste, texture, appearance, flavour combinations, use of fillings, glazes, fillings and icings, sauces and decorations, 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.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Pass The learner can:</th>
<th>Merit To achieve a merit grade, in addition to achievement of the pass criteria, the learner can:</th>
<th>Distinction To achieve a distinction grade, in addition to achievement of the pass and merit criteria, the learner can:</th>
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<tbody>
<tr>
<td>LO4 Be able to produce biscuits, cakes and sponges</td>
<td>P1 Comply with uniform and personal appearance standards</td>
<td>M1 Use the work space effectively</td>
<td>D1 Create a finished dish that reflects attention to detail and creativity</td>
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<td></td>
<td>P2 Comply with food safety and food hygiene standards</td>
<td>M2 Use skills with confidence and accuracy, whilst minimising waste</td>
<td>D2 Explain recommendations for improvements that could be made to the product</td>
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<td>P3 Apply hazard analysis and critical control points (HACCP)</td>
<td>M3 Use effective communication and team working skills to meet the needs of the service session</td>
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<td>P4 Produce and follow mise en place work plan</td>
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<td>P5 Prepare biscuits, cakes and sponges in line with product requirements</td>
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<td>P6 Cook biscuits, cakes and sponges in line with the product requirements</td>
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<td>P7 Finish biscuits, cakes and sponges to meet the product requirements</td>
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<td>P8 Identify strengths and areas for improvement to the product</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.

<table>
<thead>
<tr>
<th>P1 Comply with uniform and personal appearance standards</th>
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<tr>
<td>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 a hat and hair and/or 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.</td>
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<tr>
<th>P2 Comply with food safety and food hygiene standards</th>
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<tr>
<td>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.</td>
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<tr>
<th>P3 Apply hazard analysis and critical control points (HACCP)</th>
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<tr>
<td>Learners must follow the HACCP procedures throughout the practical assessment.</td>
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<tr>
<th>P4 Produce and follow mise en place work plan</th>
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<td>Learners must be able to follow their work plan which needs to include the resources, the required ingredients to cook and finish the products 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.</td>
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<tr>
<th>P5 Prepare biscuits, cakes and sponges in line with product requirements</th>
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<tr>
<td>Learners must show they are able to prepare food items for a biscuit, cake or sponge, using appropriate skills. Learners will check the ingredients for quality points and the suitability for the product requirements.</td>
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<tr>
<td>Learners should work independently when preparing food items. They will choose and weigh the ingredients correctly and accurately, e.g. throughout the preparation learners will show they have considered the dish requirements in terms of preparation skills. For a Genoese sponge, they will decide independently when the foam is at the correct consistency.</td>
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<td>Learners will select the correct tools and equipment to prepare the products and use the equipment and tools appropriately, e.g. when whisking the ingredients, they will choose the correct whisk without assistance.</td>
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P6 Cook biscuits, cakes and sponges in line with the product requirements

Learners must select the appropriate cooking method for the products. For example, the correct oven temperature will be set and they will not ask for assistance, e.g. a chocolate sponge will be cooked at 180°C and scones at 200°C.

Learners must show they know how to effectively use the cooking method to meet the product requirements. The cooking method will be implemented accurately. For example learners will not over-whisk the ingredients (where appropriate); they will not undercook, overcook or burn the chosen biscuit, cake and sponge.

Learners will select the correct tools and equipment to cook the product and use the equipment and tools appropriately, e.g. a Swiss roll mixture will be spread onto a silicone paper lined baking sheet before cooking at 200°C for 6–10 minutes.

P7 Finish biscuits, cakes and sponges to meet the product requirements

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

The product should be presented in a style suitable for the service situation, plating should be precise and every dish must be the same in terms of presentation, portioning and overall look.

For example, when serving, macaroons will be the same size with the same amount of filling, they look shiny and have a good colour.

P8 Identify strengths and areas for improvement to the product

Learners must be able to identify the main strengths of the product and areas that may need some improvement. For example, learners have prepared, cooked and finished a lemon sponge with a lemon curd filling. The identified strengths of the product may include the sponge was light and fluffy with a sweet, zesty lemon curd filling that complements the sponge, the sponge was finished with a dusting of icing sugar and lemon slices to mark the portion sizes.

Identified areas for improvement may be that the product overall was a little too sweet and the decoration could be more appealing.

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, 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.
M2 Use skills with confidence and accuracy, whilst minimising waste

Learners show that they can carry out tasks with confidence, completing the task within an industry expected time frame. Tasks are carried out demonstrating skills with accuracy while minimising waste, e.g. they will equally divide sponge mixture between cupcake cases to ensure consistency.

Learners clearly demonstrate that they know what they are doing and confidently carry out the task, using the appropriate skills with accuracy and deftness.

M3 Use effective communication and 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 dishes, 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 dishes 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

For P7 the dish must be perfectly presented, with no drips or marks on the plate or serving dish. For D1 the plating could be creative, modern or on trend.

The presentation is clean, appealing and shows exceptional attention to detail. The food items, any accompaniments and garnish are prepared for presentation, in the correct proportion and add to the appearance of the dish, any decorative items used are all identical in shape, size and colour and are placed uniformly on the product. For example, when producing mini Victoria sponges, they will all be the same size with the same amount of filling which has been piped to a professional finish. The cakes are served with a dusting of icing sugar across the cakes and plate.

The plating will follow a trend in the industry and preserve the balance of the dish.

D2 Explain recommendations for improvements that could be made to the dish

Learners will identify areas for improvement and explain recommendations to improve the product. This could focus on the cooking methods used, the flavour combinations or the presentation of the finished product.

For example, the lemon cake with lemon curd filling was a little plain with lemon slices and icing sugar so to improve the look of the product whipped cream could have been piped onto decorate the top, with candied lemon peels sprinkled across the top.

Learners may alternatively focus on flavour combinations, e.g. as the lemon cake with the lemon curd was a little too sweet, fresh raspberries or blueberries could be added to the filling or as decoration on the cake to add some tartness.
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 text books:

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 biscuits, cakes and sponges
- Work experience within a professional kitchen so they can practise 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. The UHC70M Food safety and hygiene in the kitchen unit should be delivered before UHC67M Biscuits, cakes and sponges.

**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 and applied through UHC67M Biscuits, cakes and sponges.

**UHC64M Desserts**
Biscuits, cakes and sponges form the basis or accompaniment for many desserts so there is an opportunity to assess UHC64M Desserts with UHC67M Biscuits, cakes and sponges for both the portfolio evidence and the graded practical. The UHC64M Desserts can be delivered before, or integrated with delivery of the UHC67M Biscuits, cakes and sponges.
UHC68M Finishing techniques
The skills developed in UHC68M Finishing techniques can be used to finish biscuits, cakes and sponges. There is an opportunity to assess UHC68M Finishing techniques with UHC67M Biscuits, cakes and sponges for both the portfolio evidence and the graded practical. UHC68M Finishing techniques can be delivered before or integrated with the delivery of UHC67M Biscuits, cakes and sponges.

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.