UHC71M
Artisan baking, bread and fermented dough

Unit reference number: H/615/0907
Level: 2
Guided Learning (GL) hours: 80

Overview
The aim of this unit is to develop learners’ knowledge, understanding and practical skills in preparing, cooking and finishing artisan breads and fermented dough products.

They will learn how to prepare, cook and finish a range of artisan bread and dough products, identify the ingredients and equipment required, and how to check for quality. Learners will learn how to check that artisan breads and dough products have the correct flavour, colour, texture and quantity to meet product requirements.

Learning outcomes
On completion of this unit, learners will:

LO1 Know about artisan baking, bread and fermented dough
LO2 Know how to prepare artisan baking, bread and fermented dough products
LO3 Know how to cook and finish artisan baking, bread and fermented dough products
LO4 Be able to produce artisan baking, bread and fermented dough 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. The portfolio must contain evidence that the learners have:

- Produced a minimum of 3 types of traditional British artisan breads and fermented dough products
  - White artisan bread and rolls
  - Wholemeal artisan bread and rolls
  - Wholegrain artisan bread and rolls
  - Bannock
  - Barley artisan bread
  - Bloomer
  - Cottage loaf
  - Soda artisan bread
  - Chelsea buns
  - Doughnuts

- Produced a minimum of 4 continental artisan breads and fermented doughs
  - Baguette
  - Pain de campagne
  - Fougasse
  - Brioche
  - Pizza dough
  - Grissini
  - Zopf
  - Pain de lèche
  - Pain rustic
  - Savarins
  - Pretzel

- Produced a minimum of 2 world artisan breads
  - Naan
  - Chapatti
  - Corn bread
  - Challah
  - Cherniy hleb
  - Tortilla
• Used all skills and techniques for preparing artisan breads and dough products
  - Weighing
  - Measuring – flour and water
  - Mixing
  - Fermenting
  - Bulk fermentation time (BFT)
  - Resting
  - Kneading
  - Knocking back
  - Scaling
  - Shaping
  - Proving

• Used a minimum of 3 additional ingredients
  - Seeds and nuts
  - Olives
  - Sun dried tomatoes
  - Herbs
  - Cheese
  - Pizza toppings for example
    - Meat/fish/chicken
    - Tomatoes

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:

• Produce a range of artisan bread and fermented dough products
• Finish a range of artisan bread and fermented dough products

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 artisan 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 about artisan baking, bread and fermented dough

Learners must know about artisan baking:
- Artisan baking
  - Artisan baking is hand crafted rather than mass produced
  - Craft skills are used so bread is prepared by hand
- Methods and processes used
  - Fermentation, hand moulding, oven management

Learners must know about sourdough, starter, polish, yeast:
- Sourdough
  - Bread made by using naturally occurring lactobacilli and yeast. The bread has a slightly sour taste
- Starter
  - A starter mix is used, made from a mixture of flour and water called a pre-ferment. The starter is left to ferment for a minimum of 5 days and the volume of the starter increases as flour and water are added over a number of days. The natural yeast in the flour ferments. The starter needs to sit in a temperature of 21°C to 23°C (70°F to 75°F).
  - Sourdough starters can be frozen until needed. Sourdough once made, is slow to rise so can be left to prove overnight. It's then knocked back and left to prove again for about 1½ hours. It’s then ready to bake. Sourdough bread likes to cook in a steamy atmosphere. This can be achieved by placing a roasting tin of hot water in the bottom of the oven just before the bread is put in to cook
  - Known as sponges, starters are made from baker’s yeast. The mixture is kneaded for about 10 minutes and then left in a bowl and covered, at room temperature for 3 hours. It is then knocked back, covered and left at room temperature for another 3 hours.
  - Starters increase flavour and lighten bread texture
- Poolish/Polish
  - Used for heavier textured dough and makes moist, opened hole crumbs with a chewy texture
  - Poolish starters are used in French and Italian bread making
  - Poolish has a wet consistency
  - Poolish starter is made from instant dry yeast
  - Can take up to 24 hours before being ready to use
- Biga starter
  - Also used in French and Italian bread
  - Is a drier starter then polish
  - Takes the same amount of time to ferment as a polish starter
- Yeast – can be fresh, dried or instant
  - Fresh yeast
    - Fresh yeast is also referred to as cake yeast or baker’s yeast, is greyish in colour with a gum-like consistency that crumbles easily
    - Store in the refrigerator for up to 4 weeks
  - Dried yeast
    - Comes in sachets
    - The yeast is dormant until it is rehydrated. The yeast needs to be "proofed" and rehydrated before using
- Instant yeast
  - Smaller granules than dried yeast
  - Absorbs liquid easily and quickly
  - Doesn’t need to be proofed or hydrated before use

Learners must know about types of flour:
- Bread flour
  - Has high gluten content. The increased protein binds to the flour to create a stronger dough
- Types of flour
  - Plain, strong, wholemeal, graham, spelt, seeded, rye, French and Italian grading, heritage
- Non wheat flour
  - These flours can be gluten free, e.g. buckwheat, chickpea, potato, rice
  - More difficult to use because gluten give dough its elasticity
  - Xanthan gum powder can be added as a substitute for gluten
- Gluten
  - Gluten is a protein that is present in bread flour, when water is added swells and forms a network of fibres. This gives bread its elasticity

Learners must know about added ingredients:
- Fat – butter, olive oil, eggs
  - Used to enrich the dough, to add flavour, produce a softer crumb, retard staling
- Liquid – water, milk
  - Water is used to hydrate yeast, dissolve salt, sugar to help for a soft elastic dough
  - Milk can also be used to add moisture to dough. The fat in milk helps make a softer textured product. Milk can also help colour the product because of the lactose
- Sugar – caster sugar, brown sugar, agave syrup
  - Only a small amount should be used, should not come into contact with the yeast as it makes the yeast inactive
- Ingredients to add flavour – can be added to the dough and/or the top of the product for example:
  - Seeds and nuts
  - Olives
  - Sun dried tomatoes
  - Herbs
  - Cheese
  - Pizza toppings for example
    - Meat/fish/chicken
    - Tomatoes

Learners must know about traditional British artisan breads and fermented doughs:
- Types of British artisan breads and fermented dough
  - White artisan bread
  - Wholemeal artisan bread
  - Wholegrain artisan bread
  - Bannock
  - Barley artisan bread
- Bloomer
- Cottage loaf
- Soda artisan bread
- Chelsea buns
- Doughnuts

Learners must know about continental artisan breads and fermented doughs:
• Types of continental artisan breads
  - Baguette
  - Pain de campagne
  - Fougasse
  - Brioche
  - Pizza dough
  - Grissini
  - Zopf
  - Pain de lèche
  - Pain rustic
  - Savarins
  - Pretzel

Learners must know about world breads:
• Types of artisan breads
  - Naan
  - Chapatti
  - Corn artisan bread
  - Challah
  - Cherniy hleb
  - Tortilla

Learners must know about the importance of artisan bread quality point checks:
The quality of the raw materials has a direct impact on the quality of the final product. Care must be taken when selecting ingredients
• Raw products
  - Check use-by dates to ensure ingredients are in date and of the best quality
  - Check flours – need the right type for recipe, needs to be sandy texture with no sign of foreign items or pests
  - Fresh yeast/raising agent – needs to be crumbly, grey without hard dryness, have fresh smell
  - Added ingredients – such as, nuts, herbs and spices, seeds, need to have been stored in an airtight container, be fresh and not have a rancid smell. Herbs and spices need to be dry. Seeds need to be dry and smell as expected
  - Dough texture – too dry or too wet. The incorrect consistency will affect the quality of the final product. The texture could be heavy, closed or too open, the taste could be affected
  - Proving time – too short or too long, will affect the finished product, e.g. if over proved the top of the bread can crack in the oven or the texture is coarse and open. If under proved the crust may break away from the loaf
Learners must know how to store artisan bread and dough products:

- Artisan bread is best consumed the day it is baked when it is freshest. If bread has to be stored:
  - Bread needs to be cooled to room temperature before storing to prevent early growth of mould
  - Bread is best kept at room temperature in a cool, dark place and not in the refrigerator as this causes the bread to dry out and go stale faster
  - Moist breads keep for longer
  - Soft crusted bread should be stored in a plastic bag or airtight container
  - Crispy-crusted bread should be stored in a paper bag
  - Bread can be frozen and needs to be wrapped in plastic film before freezing
  - To freshen bread it can be sprinkled with water and heated in the oven

- Shelf lives for bread
  - French and Italian breads = 1 day
  - Sourdoughs, white and wholemeal breads = 2–3 days
  - Rye breads = 3–5 days

- Stale bread can be used rather than waste for example:
  - Croutons – cut stale slices of bread half an inch thick. Trim off crusts (which may be set aside and used for puddings), butter the slices, and cut into half-inch cubes. Place in a shallow pan and brown in a hot oven, turning them so that they do not burn. Serve with soup
  - Bread and butter pudding
LO2 Know how to prepare artisan baking, bread and fermented dough products

Learners must know the tools and equipment to prepare artisan bread and fermented dough:
- Appropriate for task
  - Bowls
  - Weighing scales
  - Mixers
  - Attachments
  - Trays
  - Tins
  - Cooling racks
  - Scrapers
  - Brushes
  - Knives
  - Prover
  - Proving baskets

Learners must know how to select ingredients:
- To meet product requirements
  - Follow recipes or the final product will be affected
  - Adjusting ratios – visual checks e.g. the texture of dough should be as expected and correct for the dough type
  - Type of flour – use the correct flour for the bread type being made
  - Additional ingredients – herbs, spices or nuts, make sure the quality is as expected before using
  - Type of raising agent – fresh, dry yeast or instant. Prepare yeast as required by recipe
- Quality of ingredients
  - Use-by date – is in date and of the best quality
  - Appearance, colour of flour, yeast and additional ingredients as expected
  - Smell as expected, e.g. flour shouldn't smell musty, fresh yeast shouldn’t smell stale
  - No sign of damage to the packaging or shape, free from pests to minimise cross-contamination

Learners must know the skills and techniques when preparing artisan breads and fermented dough products:
- Weighing – all items must be weighed correctly as required in the recipe as inaccuracies will affect the quality of the final product
• Measuring – all liquids must be measured correctly and as the recipe requires or the flavour and textures of the final product will be affected

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

• 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

• Knocking back – once the dough has finished been 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

• Proving – 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
• Adding ingredients to the dough, e.g. nuts, seeds, herbs

**Learners must know the importance of waste management when preparing artisan breads and fermented dough:**

• Portion control
  - Products specification, portioning by weight individual artisan bread rolls or savarins, e.g. for artisan bread rolls a dough of 2 kg should make 40 x 50g rolls

• Minimise waste
  - Use discarded dough in other ways, e.g. using dry artisan bread to make artisan bread rolls or savarins, e.g. for artisan bread rolls a dough of 2 kg should make 40 x 50g rolls
  - Stale bread can be made into other products, e.g. croutons for soup, bread and butter pudding

• 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
  - Ensure that the tasks are conducted with precision and minimum waste
  - Accurate scales will ensure the items are weighed precisely

**Learners must know the importance of following recipes:**

• Quality of the product – the weight and measurements of the ingredients must be accurate so the taste, texture and look of the product of as expected. The balance of the starter, the main ingredient and any additional ingredient has to be maintained to ensure the desired chemical reaction create the correct product

• The starter recipe must be followed and left to ferment for the correct amount of time and the additions to the starter must be added at the right time so the yeast can ferment and is able to create the correct dough

• The consistency of the dough has to be correct so it cannot be too wet or too dry as this will affect the overall outcome of the product

• The dough has to be proved, kneaded, knocked out and shaped in line with the recipe requirements to ensure the quality of the texture, taste and look of the product
LO3 Know how to cook and finish artisan baking, bread and fermented dough products

Learners must know the tools and equipment used to cook artisan breads and fermented dough products:
- Oven, including the addition of steam
- Deep fryer
- Baking trays
- Tins and moulds – for brioche, clay flowerpots, loaf tins
- Baking peel
- Baking mats – silicone mats

Learners must know cooking methods for artisan breads and dough products:
- Baking
  - This is the cooking of food by dry heat in an oven in which the action of the dry convection heat can be modified by steam
- Deep frying
  - This is the cooking of food in pre-heated deep oil or clarified fat. A deep fat fryer should be used in order to control the temperature

Learners must know how to make products healthier:
- Reducing or removing the amount of fat by adapting recipes
- Choosing alternative ingredients, e.g. low fat options such as low fat margarine instead of butter, skimmed or semi skimmed milk instead of full fat
- Choosing alternative cooking methods, e.g. steaming instead of deep frying, where suitable
- Adding wholemeal flour instead of using only white flour
- Using healthier finishing methods, e.g. glazing with light coating instead of using fondant or sugar glaze

Learners must know how to finish artisan breads and dough products:
Flavours can be added to bread and dough products as a topping or a decoration. They can also add texture, crunch and new flavour combinations.
- Egg wash before cooking to give the product a golden brown colour to the finished product
- Seeds, nuts, oils, herbs top products, e.g. Focaccia can be topped with rosemary and olive oil and sea salt. A range of additional ingredients can be used to finish bread and dough products for example:
  - Cheese
  - Sun dried tomatoes
  - Olives
  - Onions
  - Pizza toppings, e.g.
    - Anchovies
    - Chicken
    - Beef
    - Tomatoes
    - Rocket
- Glazes – adding shine and coating food items to add flavour, e.g. sugar glaze on hot cross buns
• Dusting/dredging/sprinkling – used to coat or top products, e.g. being covered in sugar, poppy seeds on rolls
• Portion size and control so products are the same size and shape
• Slicing products cleanly and precisely
• Ways to present bread and dough products, e.g. basket, trays, plate
LO4 Be able to produce artisan baking, bread and fermented dough 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 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
  - Traceability of products
- Food additives
  - Only use an approved additive
  - Only use it if it is approved for use in that food
  - Ensure the food additive doesn’t exceed the maximum permitted level
- Allergens
  - Ensure allergens are identified and highlighted
  - Ensure information about allergens in products are available
- Materials and packaging that can reasonably be expected to come into contact with food are called ‘food contact materials’. These can include packaging, food processing equipment, cookware and 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 system. 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, maximise yield
- Work consistency
- Use appropriate skills and techniques

Prepare artisan breads and dough items in line with product requirements:
- Use skills and techniques when preparing artisan breads and dough products
  - Weighing
  - Measuring
  - Mixing
  - Fermenting
  - Bulk fermentation time (BFT)
  - Resting
  - Kneading
  - Knocking back
  - Scaling
  - Shaping
  - Proving

Cook artisan breads and dough items in line with the product requirements:
- Baking, including the addition of steam
- Deep frying

Finish artisan breads and dough items in line with the product requirements ready for service:
- Finishing techniques
  - Egg wash
  - Seeds/nuts/oils/herbs
  - Glazes
  - Dusting/dredging/sprinkling
  - Slicing bread
  - Portion control
  - Consistency of size and shape of portions
  - Temperature
  - Presentation suitable for product and situation
  - Implement correct storage
- Correct colour, texture and flavour
  - Product specifications
- Implement correct storage procedures
  - Refrigerated/frozen at correct temperature, covered, labelled, dated

Identify strengths and areas for improvement to the products:
- Taste, texture, appearance, flavour combinations, presentation
- 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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<tr>
<th>Learning outcome</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td>The learner must:</td>
<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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<tr>
<td><strong>LO4</strong> Be able to produce artisan baking, bread and fermented dough products</td>
<td><strong>P1</strong> Comply with uniform and personal appearance standards</td>
<td><strong>M1</strong> Use the work space effectively</td>
<td><strong>D1</strong> Create a finished dish that reflects attention to detail and creativity</td>
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<td><strong>P2</strong> Comply with food safety and food hygiene standards</td>
<td><strong>M2</strong> Use skills with confidence and accuracy whilst minimising waste</td>
<td><strong>D2</strong> Explain recommendations for improvements that could be made to the product</td>
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<td><strong>P3</strong> Apply hazard analysis and critical control points (HACCP)</td>
<td><strong>M3</strong> Use effective communication and team working skills</td>
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<td><strong>P4</strong> Produce and follow mise en place work plan</td>
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<td><strong>P5</strong> Prepare artisan breads and dough items in line with product requirements</td>
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<td><strong>P6</strong> Cook artisan breads and dough items in line with the product requirements</td>
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<td><strong>P7</strong> Finish artisan breads and dough items in line with the product requirements ready for service</td>
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<td><strong>P8</strong> Identify strengths and areas for improvement to the 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.

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<thead>
<tr>
<th>P1 Comply with uniform and personal appearance standards</th>
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<td>Learners must be professionally presented for practical sessions and assessments. 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 and clean unpainted nails.</td>
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<th>P2 Comply with food safety and food hygiene standards</th>
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<td>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 standard routines and procedures 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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<td>Learners must follow the HACCP procedures throughout the practical assessment.</td>
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<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 must detail the resources needed, the required ingredients to cook and finish the products 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.</td>
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<th>P5 Prepare artisan breads and dough items in line with product requirements</th>
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<td>Learners must show they are able to prepare artisan bread and dough products, using appropriate skills. Learners will check the ingredients for quality points and suitability for the product’s requirements. They will also measure and weigh all ingredients independently. Learners should work independently when preparing products, e.g. learners will show consistency and accuracy when shaping bread rolls and each product will be of the same size and shape. Throughout the preparation learners will show they have considered the product’s requirements. Learners will select the correct tools and equipment to prepare products and use the equipment and tools appropriate, e.g. when dividing dough into portions use a dough divider, or when kneading dough learners will show they know how to work the dough correctly.</td>
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P6 Cook artisan breads and dough items in line with the product requirements

Learners must select the appropriate cooking method for products.
Learners must show they know how to use cooking methods effectively to meet the product's requirements. The cooking method will be implemented accurately. For example when baking Chelsea buns learners will bake the buns at 226°C for 15 minutes and not overcook the buns so that they become too dark in colour but will also ensure the buns are not too pale.
Learners will select the correct tools and equipment to cook the products and use equipment and tools appropriately. For example, a suitable sized tray is selected to enable the effective cooking of the Chelsea buns so they can expand in the oven.

P7 Finish artisan breads and dough items in line with the product requirements ready for service

Learners must use the appropriate finishing techniques for the chosen products. The products must be correctly presented with a suitable glaze or finish. The products should be presented in a style suitable for the service situation; every item must be the same in terms of presentation, portioning and overall look. For example, Chelsea buns should be brushed with warm apricot glaze before they cool and drizzled with icing, allowing the icing to set before serving.

P8 Identify strengths and areas for improvement to the products

Learners must be able to identify the main strengths of the product and areas that may need some improvement. For example learners have made savarins served with oranges, orange syrup and cream. The main strengths of the savarins are that they are all well soaked in the syrup, oranges are well segmented with no pith and the cream also compliments the oranges well. All the savarins are the same size and shape. Learners has served them on a round plate and piped the cream onto the top of the savarins. However the learner thinks the plating could be improved if the cream was piped into the savarins first and then the orange segments used for decoration.

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 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.
M2 Use skills with confidence and accuracy whilst minimising waste

Learners must 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, for example, when portioning dough for rolls learners ensure that they minimise waste whilst creating rolls of the same shape and size. They achieve the expected yield as stated in the recipe.

Learners clearly show that they know what they are doing and confidently carry out the task with skill, showing accuracy and deftness.

M3 Use effective communication and team working skills

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.

For example, when serving savarins they are placed in the centre of the plate, the cream is perfectly piped and the orange segments are perfectly placed to create an attractive design. The savarins look well-soaked in syrup and the oranges are glistening as they have been coated in syrup. The learner has garnished with raspberries to add a bit of colour and added a small amount of raspberry coulis around the plate to add tartness to the product.

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

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

Learners will identify areas for improvements and explain their recommendations to improve the finished product. This could focus on the cooking methods used, the flavour combinations or the presentation of the finished product. For example, learners may think the plating or the flavour of the savarin could be improved if the oranges were poached in some cinnamon syrup, as this would add another dimension to the flavour. They would then remove the raspberries and raspberry coulis and instead use some homemade orange coulis to add sharpness and some orange flavoured brittle crushed into crumbs for crunch as this would add another texture and flavour.
Resources

The special resources required for this unit are access to a real or realistic working environment.

Recommended text books:

Recommended websites:
- www.cengage.co.uk
- www.cengagebrain.com
- www.bakeryinfo.co.uk

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 the use of products, tools and equipment when preparing cooking and finishing artisan breads and dough 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
UHC70M Food safety and hygiene in the kitchen should be embedded in all practical sessions and 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, and applied throughout, UHC71M Artisan baking, bread and fermented dough.

UHC52M Planning and preparing for service
Planning is the key to success, therefore 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 throughout UHC71M Artisan baking, bread and fermented dough.

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.