

<b>Title:</b>	Introduction to Baking
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	F/652/0410
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to recognise basic baking activities used in catering environments. Learners will recognise common baking tasks, understand equipment used in baking, and support simple baking activities during kitchen work.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can recognise baking activities and support simple baking tasks.</p> <p>Assessment must reflect realistic catering contexts.</p>

### Learning outcomes

The learner will:

1. Recognise common baking activities.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise baking activities carried out in catering environments.

The learner must:

- 1.1 Identify examples of **baking activities** carried out in catering environments.
- 1.2 Recognise examples of ingredient preparation tasks used in baking.
- 1.3 Name examples of routine activities carried out during baking work.

2. Understand equipment used in baking.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand equipment used during baking tasks.

The learner must:

- 2.1 Describe examples of **baking equipment** used in baking activities.
- 2.2 Match simple baking tasks to the correct equipment.
- 2.3 Select examples of tins or trays used in baking.

3. Support simple baking tasks.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to support simple baking tasks during workplace activities.

The learner must demonstrate how to:

- 3.1 Follow instructions during simple baking tasks.
- 3.2 Support preparing ingredients for baking.
- 3.3 Support keeping the work area clean and tidy during baking activities.

4. Review personal professional skills for catering work.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to review their own professional skills in catering environments.

The learner must:

- 4.1 Review the professional skills used during workplace tasks.
- 4.2 Identify improvements to personal working practices.
- 4.3 Suggest ways to develop professional skills for future catering work.

<p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum expected but tutors may include additional areas based on local employment contexts.</p>	
<p>Requirements</p>	
<p><b>Baking activities:</b></p>	<p><b>Definition.</b></p> <p>Tasks carried out when preparing and baking products in catering environments.</p> <p><b>Teaching must include.</b></p> <p>Activities which are part of the learner’s context. For example:</p> <p>Mixing ingredients.</p> <p>Placing items in the oven.</p> <p>Preparing tins or trays.</p> <p>Cooling baked items.</p> <p><b>Teaching could include.</b></p> <p>Activities which are not usually part of the learner’s context.</p>
<p><b>Baking equipment:</b></p>	<p><b>Definition.</b></p> <p>Equipment used to prepare and bake products.</p> <p><b>Teaching must include.</b></p> <p>Equipment which is part of the learner’s context. For example:</p> <p>Mixing bowls.</p> <p>Baking trays.</p> <p>Cake tins.</p> <p>Measuring jugs.</p> <p><b>Teaching could include.</b></p> <p>Equipment which is not usually part of the learner’s context.</p>