



Foras Áiseanna Saothair
Training & Employment Authority

Module Descriptor
Bread, Pastry and Desserts

Award Type: Minor
Award Level: 3
Award Code: 3N0522
Validation date: 6th December 2012

Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to make basic pastry, dessert and bakery menu items.

Module Duration: 50 hours

Learning Outcomes: By the end of this module, the learner will be able to:

1. Explain the basic principles of food safety and associated legislation
2. Explain the organisation of a professional kitchen
3. Identify baking ingredients, recognising the importance of maintaining the accurate ratio of ingredients in recipes
4. Demonstrate correct use of baking temperatures and times
5. Produce sweet and savoury scones and breads using both traditional and convenience methods
6. Produce short, sweet and puff pastry using both traditional and convenience methods
7. Make a range of desserts including fresh fruit salads and simple milk-based desserts
8. Make a basic Victoria sponge, varying the recipe with the addition of dried fruit and nuts
9. Make almond paste for covering and decorating a cake
10. Prepare mid-morning and afternoon tea trays to include sandwiches, scones and pastries
11. Comply with current food safety and hygiene legislation and regulation in personal and work practice
12. Demonstrate a basic understanding of the ingredient costs and quality control cycle

Key Learning Points

Learning Outcome 1:

Explain the basic principles of food safety and associated legislation

Key Learning Points

- Description of food hygiene
- Definition of Bacteria and the three main types which cause food poisoning (E coli, salmonella and staphylococcus aureus)
- Foods typically associated with certain food poisoning bacteria (E.g. chicken and salmonella)
- The conditions bacteria need to survive
- Items bacteria are more prone to grow on
- High risk foods
- Methods for preventing bacterial growth and spread
- Explanation of temperature control; reasons for and benefits of temperature control.
- Methods to implement temperature control in the kitchen to include placing food in the fridge, probing food, not leaving food in the kitchen for more than 90 minutes cooling food down quickly to keep it out of the danger zone etc
- Description of cross-contamination to include types and causes
- Methods to prevent cross contamination when handling and storing food.
- Explanation of personal hygiene
- Guidelines on how to maintain good personal hygiene in the kitchen
- The steps involved in proper washing of hands in the kitchen

Learning Outcome 2:

Explain the organisation of a professional kitchen

Key Learning Points

- Importance of organisation in a professional kitchen
- Basic layout of a professional kitchen and workstations found in these kitchens
- Standard personnel working in professional kitchens, and their associated duties
- Methods used by chefs in kitchens to carry out stock and quality control
- Work flow of a professional kitchen to include devising a menu, ordering, receiving goods, quality control, storing, preparing, cooking and serving.

Learning Outcome 3:

Identify baking ingredients, recognising the importance of maintaining the accurate ratio of ingredients in recipes

Key Learning Points

- The functions that the following baking ingredients perform in baking and their main characteristics to establish how they differ from each other:
 - Flours (plain, self raising, wholemeal, strong)

- Fats (butter, margarine suet/shortening, oil)
- Sugars (granulated, castor, brown, muscovado)
- Eggs (Battery farmed, free range, organic and cage free)
- Leavening agents (Baking powder, baking/bread soda, fresh and dried yeast)
- Liquids (Milk, buttermilk, cream, evaporated and condensed milk and yogurt)
- Chocolate (cocoa, milk, dark and white chocolate)
- Flavourings (vanilla, almond rum essence)
- Basic ingredients required for baking
- Importance of accuracy in baking
- Consequences of inaccuracy in baking

Learning Outcome 4:

Demonstrate correct use of baking temperatures and times

Key Learning Points

- Use of temperature dials on the oven
- Use of the timer function on the oven
- Difference between Fahrenheit and Celsius
- The function of the fan in an oven and its effects on temperature and time

Learning Outcome 5:

Produce sweet and savoury scones and breads using both traditional and convenience methods

Key Learning Points

- Baking ingredients used in making scones and breads
- Weighing out ingredients for scones and breads accurately
- Sweet scone recipe
- Savoury scone recipe
- Traditional methods used to make sweet and savoury scones
- Convenience methods used to make sweet and savoury scones
- Soda bread, brown bread and yeast bread recipe
- Making bread using traditional methods
- Making bread using convenience methods
- The equipment needed to produce both types of scones and all the breads using both types of methods

Learning Outcome 6:

Produce short, sweet and puff pastry using both traditional and convenience methods

Key Learning Points

- Baking ingredients used in making the pastries
- Weighing out ingredients for pastries accurately
- Recipe for short crust, sweet and puff pastry
- Traditional methods used for making pastry
- Convenience methods used for making pastry
- The equipment needed to produce the pastry using both types of methods

Learning Outcome 7:

Make a range of desserts including fresh fruit salads and simple milk-based desserts

Key Learning Points

- Baking ingredients used in the desserts
- Weighing out ingredients for desserts accurately
- Recipe for a traditional and non traditional fresh fruit salad
- Correct preparation of fresh fruit to produce fruit salad
- Recipe for rice pudding, sweet pancake batter and custard
- Method used to make the fruit salads and desserts
- The equipment needed to make fruit salads and desserts

Learning Outcome 8:

Make a basic Victoria sponge, varying the recipe with the addition of dried fruit and nuts

Key Learning Points

- Baking ingredients used in making the sponge
- Weighing out ingredients for sponge accurately
- Recipe for Victoria sponge cake
- Methods used to make Victoria sponge
- Consequences of adding ingredients such as dried fruit and nuts to sponge
- Equipment needed to make sponges
-

Learning Outcome 9:

Make almond paste for covering and decorating a cake

Key Learning Points

- Ingredients for almond paste
- Recipe for almond paste
- Method of making almond paste
- Correct procedure for rolling out paste
- Method of applying almond paste to fruit cake
- Equipment needed to make the paste and used in the whole process

Learning Outcome 10:

Prepare mid-morning and afternoon tea trays to include sandwiches, scones and pastries

Key Learning Points

- Composition of a mid-morning tray
- Composition of an afternoon tea tray
- Recipe and methods to make sandwiches of your choosing for both trays
- Recipes and methods to make pastries of your choosing for both trays
- Equipment and items needed to make the sandwiches and pastries and prepare the trays

Learning Outcome 11:

Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices

Key Learning Points

- HACCP principals
- Observing personal hygiene
- Observing kitchen hygiene
- Consequences of non-compliance with food safety and hygiene legislation and regulation

Learning Outcome 12:

Demonstrate a basic understanding of the ingredient costs and quality control cycle

Key Learning Points

- Estimating costs of a list of chosen ingredients used in baking
- Comparing estimations with actual costs of ingredients used
- Explanation of Quality control
- Stock rotation

Assessment Specification

Award Title:	Bread, Pastry and Desserts
Award Type:	Minor
Framework Level:	3
Award Code:	3N0522
Credit Value :	5

Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
L01	Knowledge	Skills Demonstration	5%	Learner Instructions S3	Assessment Sheet
L02	Knowledge	Skills Demonstration	5%	Learner Instructions S2	Assessment Sheet
L03	Knowledge, Skill	Skills Demonstration	6%	Learner Instructions S1	Assessment Sheet
L04	Knowledge, Skill	Skills Demonstration	12%	Learner Instructions S1, S2	Assessment Sheet
L05	Skill	Skills Demonstration	13%	Learner Instructions S1	Assessment Sheet
L06	Skill	Skills Demonstration	13%	Learner Instructions S2	Assessment Sheet
L07	Skill	Skills Demonstration	6%	Learner Instructions S3	Assessment Sheet
L08	Skill	Skills Demonstration	7%	Learner Instructions S2	Assessment Sheet
L09	Skill	Skills Demonstration	6%	Learner Instructions S2	Assessment Sheet
L10	Knowledge, Skill	Skills Demonstration	7%	Learner Instructions S1, S2	Assessment Sheet
L11	Knowledge, Skill, Competence	Skills Demonstration	13%	Learner Instructions S1, S2, S3	Assessment Sheet
L12	Competence	Skills Demonstration	7%	Learner Instructions S2, S3	Assessment Sheet

Suggested Learning Methodologies

- Practical Work Training
- Videos/DVDs
- Note Taking
- Discussion Groups
- Activities and Exercises
- Role Play
- Simulated Work Environment

Specific Module Requirements

The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager

- Ingredients for all selected recipes
- Fully equipped professional kitchen
- Equipment for weights and measures to include weighing scales, cups, spoons and jugs
- Personal Protective Equipment (apron, hairnet, shoes, etc)

The provider must have all of the following in place to offer this award:

1 Access to a fully equipped kitchen in compliance with health and safety requirements and current legislation

Recommended by: _____

Manager Training Policy Development and Support

Approved by: _____

Director Training Policy Development and Support