

Title	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry		
Level	1	Credits	3

Purpose	<p>This unit standard is intended for people who are studying the hospitality industry in a school or early tertiary learning environment.</p> <p>People credited with this unit standard are able to prepare and cook a cake, a sponge, and a batch of scones in the hospitality industry.</p>
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Classification	Hospitality > Hospitality - Foundation Skills
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Available grade	Achieved
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Explanatory notes

- 1 **Definition**
Given recipe refers to any recipe or dish type specified by the establishment, and made known to the candidate prior to assessment against this unit standard.
- 2 **Legislation and regulations to be complied with include but are not limited to – the Food Hygiene Regulations 1974, Food (Safety) Regulations 2002, Food Act 1981, Health and Safety in Employment Act 1992, and any subsequent amendments.**
- 3 **References**
Standard industry texts referred to in this unit standard include but are not limited to the following industry texts and references:
 Campbell, J., Rippington, N., Paskins, P. and Foskett, D. *Practical Cookery* (London: Hodder Education, 2012);
 Ceserani, V. Kinton, R., Rippington, N., and Foskett, D. *The Theory of Catering* (London: Hodder Education, 2011);
 Christensen-Yule, L., Neill, L., and McCrae, H. *The New Zealand Chef* (Auckland: New Zealand Pearson, 2012).
- 4 **References to a commercial or industrial environment require evidence to be generated in a commercial or industrial environment or in a simulated context if realistic conditions can be applied. Partnerships with industry are recommended to assist learning.**

Outcomes and evidence requirements

Outcome 1

Prepare and cook a cake, a sponge, and a batch of scones in the hospitality industry.

Evidence requirements

- 1.1 Cakes, sponges, and scones commonly used in the hospitality industry are described in terms of their differences.
- 1.2 Work areas and equipment are prepared for use.
- 1.3 A cake, a sponge, and a batch of scones are prepared in accordance with the given recipe.
- 1.4 A cake is baked to meet quality requirements in accordance with the given recipe.
- Range quality requirements include but are not limited to – appearance, taste, degree of cooking, consistency.
- 1.5 A sponge is baked to meet quality requirements in accordance with the given recipe.
- Range quality requirements include but are not limited to – appearance, taste, degree of cooking, consistency.
- 1.6 A batch of scones is baked to meet quality requirements in accordance with the given recipe.
- Range quality requirements include but are not limited to – appearance, taste, consistency.

Planned review date	31 December 2019
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	27 November 1998	31 December 2016
Review	2	22 October 2003	31 December 2016
Review	3	19 September 2008	31 December 2016
Revision	4	20 November 2009	31 December 2016
Review	5	20 November 2014	N/A

Consent and Moderation Requirements (CMR) reference	0112
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact ServiceIQ qualifications@serviceiq.org.nz if you wish to suggest changes to the content of this unit standard.