



TECHNICAL &  
VOCATIONAL

EDUCATION & TRAINING

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# **National Competency Standard for PASTRY & BAKERY COMMIS**

**Qualification Code: TOU02S17V2**



**KEY FOR CODING**

**Coding Competency Standards and Related Materials**

Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

Endorsement Application for Qualification 01		
1. NATIONAL CERTIFICATE III IN PASTRY AND BAKERY COMMIS		
<b>3. Qualification code:</b> TOU02SQ1L317	<b>Total Number of Credits: 40</b>	
<b>4. Purpose of the qualification</b> The holders of this qualification are expected to work as Pastry and Bakery Commis mainly in a resort or a Bakery and will be working under the supervision of a chief pastry chef		
<b>5. Regulations for the qualification</b>	National Certificate IV in Pastry and Bakery Commis will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16	
<b>6. Schedule of Units</b>		
Unit Title	Unit Title	Code
1	Develop tourism industry knowledge	TOU02S1U01V2
2	Observe personal and workplace hygiene practices	TOU02S1U02V2
3	Practice occupational health and safety procedures	TOU02S1U03V2
4	Provide effective customer care	TOU02S1U04V2
5	Practice effective workplace communication	TOU02S1U05V2
6	Weigh and scale commodities for pastry and bakery products	TOU02S1U06V2
7	Prepare, tray up and handle baking of breads and pastry products	TOU02S1U07V2
8	Prepare creams, sauces, glazes and fillings	TOU02S1U08V2
9	Prepare and present short paste items	TOU02S1U09V2
10	Prepare and present choux paste items	TOU02S1U10V2
11	Prepare and present breads and yeast leavened items	TOU02S1U11V2
12	Prepare and present croissants, Danish and puff pastry items	TOU02S1U12V2
13	Prepare and present gateaux, tortes, cakes and sponge products	TOU02S1U13V2
14	Prepare and present (fruit based) desserts, pancakes and sweet omelets	TOU02S1U14V2
15	Prepare and present baked and steamed puddings	TOU02S1U15V2
16	Clean kitchen premises and equipment	TOU02S1U16V2

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<b>6. Accreditation requirements</b>	The training provider should have a bakery or similar training facility to provide the trainees the hands-on experience related to this qualification
<b>7. Recommended sequencing of units</b>	As appearing under the section 06

<b>Endorsement Application for Qualification 02</b>		
<b>1. NATIONAL CERTIFICATE IV IN PASTRY AND BAKERY COMMIS</b>		
<b>3. Qualification code:</b> TOU02SQ1L417		<b>Total Number of Credits: 200</b>
<b>4. Purpose of the qualification</b> The holders of this qualification are expected to work as Pastry and Bakery Commis mainly in a resort or a Bakery and will be working under the supervision of a chief pastry chef		
<b>5. Regulations for the qualification</b>		National Certificate IV in Pastry and Bakery Commis will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19 +20+21+22 23+24+25+26+27+28+29+30+31
<b>6. Schedule of Units</b>		
Unit No.	Unit Title	Code
1	Develop tourism industry knowledge	TOU02S1U01V2
2	Observe personal and workplace hygiene practices	TOU02S1U02V2
3	Practice occupational health and safety procedures	TOU02S1U03V2
4	Provide effective customer care	TOU02S1U04V2
5	Practice effective workplace communication	TOU02S1U05V2
6	Weigh and scale commodities for pastry and bakery products	TOU02S1U06V2
7	Prepare, tray up and handle baking of breads and pastry products	TOU02S1U07V2
8	Prepare creams, sauces, glazes and fillings	TOU02S1U08V2
9	Prepare and present short paste items	TOU02S1U09V2
10	Prepare and present choux paste items	TOU02S1U10V2
11	Prepare and present breads and yeast leavened items	TOU02S1U11V2
12	Prepare and present croissants, Danish and puff pastry items	TOU02S1U12V2
13	Prepare and present gateaux, tortes, cakes and sponge products	TOU02S1U13V2
14	Prepare and present (fruit based) desserts, pancakes and sweet omelets	TOU02S1U14V2
15	Prepare and present baked and steamed puddings	TOU02S1U15V2
16	Clean kitchen premises and equipment	TOU02S1U16V2
17	Prepare and present mousses, charlottes and bavarois	TOU02S2U01V2
18	Prepare ice cream dishes	TOU02S2U02V2
19	Prepare and present meringue products	TOU02S2U03V2
20	Prepare and present petits fours	TOU02S2U04V2

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21	Produce chocolate confectionery	TOU02S2U05V2
22	Design and produce sweet buffet showpieces	TOU02S2U06V2
23	Coach others in job skills	TOU02S2U07V2
24	Receiving and storing items	TOU02S2U08V2
25	Purchase goods	TOU02S2U09V2
26	Control stock	TOU02S2U10V2
27	Monitor work operations	TOU02S2U11V2
28	Provide work skill instruction	TOU02S2U12V2
29	Participate in environmentally sustainable work practices	TOU02S2U13V2
30	Manage diversity in the workplace	TOU02S2U14V2
31	Practice career professionalism	TOU02S2U15V2
<b>6. Accreditation requirements</b>		The training provider should have a bakery or similar training facility to provide the trainees hands-on experience related to this qualification
<b>7. Recommended sequencing of units</b>		As appearing under the section 06

UNITS DETAILS

Unit No	Unit Title	Code	Level	Credits
1	Develop tourism industry knowledge	TOU02S1U01V2	3	2
2	Observe personal and workplace hygiene practices	TOU02S1U02V2	3	2
3	Practice occupational health and safety procedures	TOU02S1U03V2	3	2
4	Provide effective customer care	TOU02S1U04V2	3	2
5	Practice effective workplace communication	TOU02S1U05V2	3	2
6	Weigh and scale commodities for pastry and bakery products	TOU02S1U06V2	3	1
7	Prepare, tray up and handle baking of breads and pastry products	TOU02S1U07V2	3	2
8	Prepare creams, sauces, glazes and fillings	TOU02S1U08V2	3	3
9	Prepare and present short paste items	TOU02S1U09V2	3	3
10	Prepare and present choux paste items	TOU02S1U10V2	3	3
11	Prepare and present breads and yeast leavened items	TOU02S1U11V2	3	3
12	Prepare and present croissants, Danish and puff pastry items	TOU02S1U12V2	3	3
13	Prepare and present gateaux, tortes, cakes and sponge products	TOU02S1U13V2	3	3
14	Prepare and present (fruit based) desserts, pancakes and sweet omelets	TOU02S1U14V2	3	3
15	Prepare and present baked and steamed puddings	TOU02S1U15V2	3	3
16	Clean kitchen premises and equipment	TOU02S1U16V2	3	3
17	Prepare and present mousses, charlottes and bavarois	TOU02S2U01V2	4	12
18	Prepare ice cream dishes	TOU02S2U02V2	4	12
19	Prepare and present meringue products	TOU02S2U03V2	4	12
20	Prepare and present petits fours	TOU02S2U04V2	4	12
21	Produce chocolate confectionery	TOU02S2U05V2	4	12
22	Design and produce sweet buffet showpieces	TOU02S2U06V2	4	12
23	Coach others in job skills	TOU02S2U07V2	4	15
24	Receiving and storing items	TOU02S2U08V2	4	9
25	Purchase goods	TOU02S2U09V2	4	9
26	Control stock	TOU02S2U10V2	4	12
27	Monitor work operations	TOU02S2U11V2	4	9
28	Provide work skill instruction	TOU02S2U12V2	4	9

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29	Participate in environmentally sustainable work practices	TOU02S2U13V2	4	9
30	Manage diversity in the workplace	TOU02S2U14V2	4	7
31	Practice career professionalism	TOU02S2U15V2	4	9

**Packaging of National Qualifications:**

National Certificate III in Pastry and Bakery Commis will be awarded to those who are competent in units  
1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16

Qualification Code: TOU02SQ1L317

National Certificate IV in Pastry and Bakery Commis will be awarded to those who are competent in  
units

1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24+25+26+27+28+29+30+  
31

Qualification Code: TOU02SQ1L317



Competency Standard for

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**PASTRY & BAKERY CHEF**

1.	Develop tourism industry knowledge
2.	Observe personal and workplace hygiene practices
3.	Practice occupational health and safety procedures
4.	Provide effective customer care
5.	Practice effective workplace communication
6.	Weigh and scale commodities for pastry and bakery products
7.	Prepare, tray up and handle baking of breads and pastry products
8.	Prepare creams, sauces, glazes and fillings
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25.	Purchase goods
26.	Control stock
27.	Monitor work operations
28.	Provide work skill instruction
29.	Participate in environmentally sustainable work practices
30.	Manage diversity in the workplace
31.	Practice career professionalism

### **Description of a PASTRY AND BAKERY**

A pastry commis who completes this training will be working in a resort under close supervision of chief pastry chef. Participants who complete this course should be able to prepare and bakes cakes, cookies, pies, puddings, or desserts, according to recipe: Measures ingredients, using measuring cups and spoons. And also mix ingredients to form dough or batter, using electric mixer or beats and stirs ingredients by hand. Shape dough for cookies, pies, and fancy pastries, using pie dough roller and cookie cutters or by hand.

### **Competency Standard Development Process**

The competencies were determined based on the analysis of the tasks expected to be performed by the Pastry and Bakery assistant cook in the Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Chef training in Maldives. Competency standards used for similar type of training in other countries were also examined.

**Unit 01**

<b>UNIT TITLE</b>	<b>Develop tourism industry knowledge</b>				
<b>DESCRIPTOR</b>	This unit of competency deals with the knowledge, skills required to access, increases and update industry knowledge.				
<b>CODE</b>	TOU02S1U01V2	<b>LEVEL</b>	3	<b>CREDIT</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Seek information on the industry	1.1. Sources of information on the industry are correctly identified and accessed 1.2. Information to assist effective work performance is obtained in line with job requirements 1.3. Specific information on sector of work is accessed and updated 1.4. Industry information is correctly applied to day-to-day work activities.
2. Update industry knowledge	2.1. Informal and/or formal research is used to update general knowledge of the industry 2.2. Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities
3. Develop and update local knowledge	3.1 Local knowledge is developed to assist queries on local/national tourism industry 3.2 Local knowledge is updated using informal and/or formal research 3.3 Contact with local communities is maintained
4. Promote products and services to customers	4.1 Promotional initiatives are described that may be used to promote products and services 4.2 Selling skills are applied according to customer needs

**Range Statement**

Information sources;

- media
- reference books
- libraries
- industry associations
- industry journals
- internet
- personal observation and experience
- online news media (local and global)

Information to assist effective work performance;

- different sectors of the industry and the services available in each sector
- relationship between tourism and hospitality
- relationship between the industry and other industries
- industry working conditions
- health and safety
- hygiene
- duty of care
- career opportunities within the industry
- work ethic required to work in the industry and industry expectations of staff
- quality assurance

Informal and formal research;

- Discussions with colleagues, management and customers
- Reading internal enterprise material about products and services
- Familiarity with customer comments including complaints
- Reading and researching product data and information
- Conducting internal testing to determine quality and differentials
- General media research
- Developing and analyzing responses to questionnaires
- Reading surveys and ratings

Promotional initiatives;

- Media campaigns
- Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

**Tools, equipment and materials required may include:**

Nil

**ASSESSMENT GUIDE**

**Form of assessment**

- Interview/questions
- Practical demonstration
- Portfolio of industry information related to trainee's work

**Assessment context**

Assessment may be done in a classroom or interview scenario.

**Critical aspects**

Assessment requires evidence that the candidate;

- Knew key sources of information on the industry
- Updated industry knowledge
- Accessed and used industry information
- Developed and updated local knowledge
- Promoted products and services.

**Assessment conditions**

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of neat work practices must be constantly evaluated.

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Overview of quality assurance in the industry</li><li>• Role of individual staff members</li><li>• Industry information sources</li></ul>	<ul style="list-style-type: none"><li>• Time management</li><li>• Ready skills needed to access industry information</li><li>• Basic competency skills needed to access the internet</li></ul>

**Unit 02**

<b>UNIT TITLE</b>	<b>Observe personal and workplace hygiene practices</b>				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard.				
<b>CODE</b>	TOU02S1U02V2	<b>LEVEL</b>	3	<b>CREDIT</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures 1.2. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements 2.2 Eating, drinking, smoking, spitting, scratching or other such practices avoided while on the job 2.3 Hygiene standards of workplace maintained in line with enterprise procedures
3. Identify and avoid hygiene risks	3.1 Hygiene risks understood and avoided in line with general standards and guidelines 3.2 Legislations on hygiene understood and properly followed

### **Range Statement**

Hygiene procedures;

- Safe and hygienic handling of food and beverage
- Regular hand washing
- Correct food storage
- Appropriate and clean clothing
- Avoidance of cross-contamination
- Appropriate handling and disposal of garbage
- Cleaning and sanitizing procedures
- Personal hygiene

Hygiene risk;

- Bacterial and other contamination arising from poor handling of food
- Poor personal hygiene practices
- Poor work practices
- cleaning
- housekeeping
- food handling
- airborne dust
- Cross-contamination through cleaning inappropriate cleaning practices
- Inappropriate handling of potentially infectious linen
- Contaminated wastes such as blood and body secretions
- Disposal of garbage and contaminated or potentially contaminated wastes

Minimizing or removing risk;

- Auditing staff skills and providing training
- Ensuring policies and procedures are followed strictly
- Audits or incidents with follow up actions

**Tools, equipment and materials required may include:**

Nil

### **ASSESSMENT GUIDE**

#### **Form of assessment**

Competency in this unit may be assessed through:

- Written examination
- Practical demonstration

**Assessment context**

Assessment may be done in workplace or a simulated work environment.

**Critical aspects**

Assessment requires evidence that the candidate:

- Followed hygiene procedures
- Identified and responded to hygiene risk
- Practiced personal grooming and hygiene

**Assessment conditions**

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

**UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Typical hygiene and control procedures in the hospitality and tourism industries</li><li>• Overview of legislation and regulation in relation to food handling, personal and general hygiene</li><li>• Knowledge on factors which contribute to workplace hygiene problems</li><li>• General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection</li><li>• Sources of and reasons for food poisoning</li></ul>	<ul style="list-style-type: none"><li>• Ability to follow correct procedures and instructions</li><li>• Ability to handle operating tools/ equipment</li><li>• Application to hygiene principles</li></ul>



**Unit 03**

<b>UNIT TITLE</b>	<b>Practice occupational health and safety procedures</b>				
<b>DESCRIPTOR</b>	This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety				
<b>CODE</b>	TOU02S1U03V2	<b>Level</b>	3	<b>Credit</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Follow workplace health, safety and security procedures	1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV) 2.2 Effects of the hazards are determined 2.3 Occupational Health and Safety (OHS) issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation
3. Control hazards and risks	3.1 OHS procedures for controlling hazards/risks in workplace are consistently followed 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OHS policies

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	<p>3.3 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices</p> <p>3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol</p>
4. Maintain OHS awareness	<p>4.1 Emergency-related drills and trainings are participated in as per established organization guidelines and procedures</p> <p>4.2 OHS personal records are completed and updated in accordance with workplace requirements</p>
5. Perform basic first-aid procedures	<p>5.1 Situation is assessed in accordance with accepted practice</p> <p>5.2 Basic first-aid techniques are applied in accordance with established first-aid procedures and enterprise policy</p> <p>5.3 Details of the incident is communicated in a timely manner according to enterprise policy</p>
6. Perform basic fire-fighting procedures	<p>6.1 Fire type and classification are determined.</p> <p>6.2 Fire extinguishers are selected to attack different fires.</p> <p>6.3 Safe use of fire extinguishers is demonstrated according to manufacturers' instructions and relevant OHS and workplace policies and procedures.</p> <p>6.4 Safe use of fire blankets is demonstrated according to manufacturers' instructions and relevant OHS and workplace policies and procedures.</p>

**Range Statement**

Safety regulations;

- Waste management rules
- Other regulations related to the workplace

Hazards/Risks;

- Environmental hazards – weather, tsunami warnings
- Physical hazards – fire, temperature, radiation
- Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects
- Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors
- Ergonomics
  - Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles
  - Physiological factors – monotony, personal relationship, work out cycle

Contingency measures;

- Evacuation
- Isolation
- Decontamination
- (Calling designed) emergency personnel

PPE;

- Mask
- Gloves
- Goggles
- Hair Net/cap/bonnet
- Face mask/shield
- Ear muffs
- Apron/Gown/coverall/jump suit

Emergency-related drills and training;

- Fire drill
- Tsunami warning drill
- Basic life support/CPR
- First aid
- Spillage control
- Decontamination of chemical and toxic
- Disaster preparedness/management

OHS personal records;

- Medical/Health records
- Incident reports
- Accident reports
- OHS-related training completed

Fire types:

- combustible metals
- cooking oils and fats
- energized electrical equipment
- flammable and combustible liquids
- flammable gases
- ordinary combustibles.

Classifications of fires:

- classes A, B, C, D, E and F.

Fire extinguishers:

- carbon dioxide
- foam
- powder
- vaporizing liquid
- water
- wet chemical.

**ASSESSMENT GUIDE**

**Forms of assessment**

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

**Critical aspects (for assessment)**

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

**Assessment conditions**

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

**Resources required for assessment**

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices
- Instructions on safe working practice
- Hazardous chemicals and/or dangerous goods information
- Common food services equipment with their usage guideline

**UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• General knowledge on safe practices</li><li>• Communication procedures</li><li>• Relevant workplace procedures and guidelines</li><li>• basic methods of locating a fire</li><li>• correct use of fire extinguishers</li><li>• basic first aid</li></ul>	<ul style="list-style-type: none"><li>• Undertake safe manual handling jobs</li><li>• Competent to follow safety regulations</li><li>• Competent to work safely with workplace equipment, materials and colleagues</li></ul>

**UNIT 04**

<b>UNIT TITLE</b>	<b>Provide effective customer care</b>				
<b>DESCRIPTOR</b>	This unit addresses the importance of caring for customers in the hospitality industry. It shows how customer care relates to quality service and the best methods of anticipating and meeting customer's need.				
<b>CODE</b>	TOU02S1U04V2	<b>Level</b>	3	<b>Credit</b>	2

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<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Greet customers and colleagues	1.1. Customers and colleagues greeted according to standard procedures and social norms 1.2. Sensitivity to cultural and social differences demonstrated
2. Identify and attend to customer needs	2.1 Appropriate interpersonal skills are used to ensure that customer needs are accurately identified 2.2 Customer needs are assessed for urgency so that priority for service delivery can be identified 2.3 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor 2.4 Customers informed correctly 2.5 Personal limitation identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1 Customer needs are promptly attended to in line with organizational procedure 3.2 Appropriate rapport is maintained with customer to enable high quality service delivery 3.3 Opportunity to enhance the quality of service and products are taken wherever possible
4. Handle inquiries	4.1 Customer queries handled promptly and properly 4.2 Personal limitations identified and assistance from proper sources sought when required
5. Handle complaints	5.1 Responsibility for handling complaints taken within limit of responsibility 5.2 Personal limitations identified and assistance from proper sources sought when required 5.3 Operational procedures to handling irate or difficult customers followed correctly 5.4 Details of complaints and comments from customers properly recorded

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6. Speak English and Dhivehi at an operational level	5.5 Conversations are carried on with customers 5.6 Verbal instructions or requests are responded to at an operational level 5.7 Simple requests are made 5.8 Routine procedures are described 5.9 Different forms of expression in English and Dhivehi is identified and used
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**Range Statement**

Procedures included:

- Greeting procedure
- Complaint and comment handling procedure
- Incidence reporting procedures
- General knowledge of property
- Standard operating procedures for service deliveries
- Non-verbal and verbal communication
- Dress and accessories
- Gestures and mannerisms
- Voice tonality and volume
- Culturally specific communication customs and practices
- Cultural and social differences

Includes but are not limited to:

- Modes of greeting, fare welling and conversation
- Body language/ use of body gestures
- Formality of language

Interpersonal skills:

- Interactive communication
- Good working attitude
- Sincerity
- Pleasant disposition
- Effective communication skills
- Customer needs

Customer with limitation may include:

- Those with a disability
- Those with special cultural or language needs
- Unaccompanied children
- Parents with young children
- Pregnant women
- Single women

**Tools, equipment and materials required may include:**

- Relevant procedure manuals
- Availability of telephone, fax machine, internet, etc.
- Availability of data on projects and services; tariff and rates, promotional activities in place etc.



## **ASSESSMENT GUIDE**

### **Form of assessment**

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

### **Critical aspects (for assessment)**

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

- Assessment requires evidence that the candidate:
- Complied with industry practices and procedures
- Used interactive communication with others
- Complied with occupational, health and safety practices
- Promoted public relation among others
- Complied with service manual standards
- Demonstrated familiarity with company facilities, products and services
- Applied company rules and standards
- Applied telephone ethics
- Applied correct procedure in using telephone, fax machine, internet
- Handled customer complaints
- Depict effective communication skills

### **Assessment conditions**

Assessment must reflect both events and processes over a period of time.

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Knowledge of the property and its services.</li></ul>	<ul style="list-style-type: none"><li>• Inter personal skills</li><li>• Communication skills</li><li>• Telephone handling skills</li></ul>

<b>UNIT TITLE</b>	<b>Practice effective workplace communication</b>				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements				
<b>CODE</b>	TOU02S1U05V2	<b>Level</b>	3	<b>Credit</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Speak English and Dhivehi at an operational level	2.1 Conversations are carried on with colleagues 2.2 Verbal instructions or requests are responded to at an operational level 2.3 Simple requests are made 2.4 Routine procedures are described 2.5 Different forms of expression in English and Dhivehi is identified and used as appropriate
3. Participate in workplace meetings and discussions	3.1 Team meetings are attended on time 3.2 Own opinions are clearly expressed and those of others are listened to without interruption 3.3 Meeting inputs are consistent with the meeting purpose and established protocols 3.4 Workplace interactions are conducted in a courteous manner 3.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 3.6 Meetings outcomes are interpreted and implemented
4. Complete relevant work-related documents	4.1 Range of forms relating to conditions of employment are completed accurately and legibly 4.2 Workplace data is recorded on standard workplace forms and documents 4.3 Basic mathematical processes are used for routine calculations 4.4 Errors in recording information on forms/ documents are identified and properly acted upon 4.5 Reporting requirements to supervisor are completed according to organizational guidelines

### *Competency Standard for Pastry & Bakery Chef*

5. Maintain inter-departmental information and communication	5.1 General function of different departments is explained. 5.2 General and specific customer requirements and reservation details are communicated to appropriate departments and colleagues 5.3 Follow up on customer request and ensure that all specific requirements in his reservation details are addressed prior to guest arrival.
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### **Range Statement**

Appropriate sources:

- Team members
- Suppliers
- Trade personnel
- Local government
- Industry bodies

Medium:

- Memorandum
- Circular
- Notice
- Information discussion
- Follow-up or verbal instructions
- Face to face communication

Storage:

- Manual filing system
- Computer-based filing system

Forms:

- Personnel forms, telephone message forms, safety reports

Workplace interactions:

- Face to face
- Telephone
- Electronic and two-way radio
- Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams

Protocols:

- Observing meeting
- Compliance with meeting decisions
- Obeying meeting instructions

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

- Direct Observation
- Oral interview and written test

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Prepared written communication following standard format of the organization
- Accessed information using communication equipment
- Spoken English at a basic operational level
- Made use of relevant terms as an aid to transfer information effectively
- Conveyed information effectively adopting the formal or informal communication

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• Effective communication</li><li>• Different modes of communication</li><li>• Written communication</li><li>• Organizational policies</li><li>• Communication procedures and systems</li><li>• Technology relevant to the enterprise and the individual's work responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Numeracy skills</li></ul>

**Unit 06**

<b>UNIT TITLE</b>	Scale and measure commodities for pastry and bakery products				
<b>DESCRIPTOR</b>	This unit describes a set of elementary tasks handled by assistant cooks at entry level in bakery and pastry sections of complex kitchens. People credited with this unit are able to provide basic level assistant to senior cooks in their daily jobs with assembling commodities required for preparation.				
<b>CODE</b>	TOU02S1U06V2	<b>Level</b>	3	<b>Credit</b>	1

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select, scale and measure commodities	1.1. Dry ingredients scaled according to recipe specifications and placed in appropriate containers 1.2. Liquid ingredients measured or weighed in appropriate containers according to recipe specifications 1.3. Ingredients combined or kept separate according to mixing requirements

**Range Statement**

Procedures and recipes included:

- Scaling of dry ingredients
- Measuring or weighing of liquid ingredients

Tools, equipment and material used in this unit may include:

Tools and equipment:

- Receptacles for keeping scaled/measured commodities
- Measuring jugs

Scales Materials:

- General pastry and bakery commodities listed through this document

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate of activities and procedures specified in the range statement.
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed.
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that the candidate applied safety and hygiene guidelines effectively

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices
- Instructions on safe working practice
- Related food service equipment

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• General knowledge on safe and hygienic practices</li><li>• Knowledge of pastry and bakery commodities</li><li>• Conversation tables, ratios and measures</li><li>• Basic product characteristics and usage</li></ul>	<ul style="list-style-type: none"><li>• Arithmetic and numeric skills</li><li>• Undertake safe manual handling jobs</li><li>• Competent to follow safety regulations</li><li>• Competent to work safely with workplace equipment, materials and colleagues</li></ul>

**Unit 07**

<b>UNIT TITLE</b>	Prepare, tray up and handle baking of breads and pastry products				
<b>DESCRIPTOR</b>	This unit describes the elementary tasks handled by assistant cooks at entry level in bakery and pastry sections of complex kitchens. People credited with this unit are able to provide basic level assistant to senior cooks in their daily jobs with baking and handling finished products.				
<b>CODE</b>	TOU02S1U07V2	<b>Level</b>	3	<b>Credit</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare trays and moulds	1.1. Trays and moulds washed, dried and placed on racks to established standards of hygiene 1.2. Trays greased and set for placing dough or other mixes to establishment standards
2. Tray up breads and other mixes for baking	2.1 Bread dough scaled to establishment and recipe standards. 2.2 Dough moulded and placed properly in the correct trays 2.3 Proving of dough timed as prescribed 2.4 Pastry mixes for baking placed in appropriate trays according to instructions
3. Bake and finish breads and pastry products	3.1 Correct oven temperatures required for specific products known and applied 3.2 Proved dough and other pastry products placed in and removed from the oven safely, at the correct times 3.3 Finishing procedures for various products known and practiced according to recipe instructions
4. Prepare trays and moulds	4.1 Trays and moulds washed, dried and placed on racks to established standards of hygiene 4.2 Trays greased and set for placing dough or other mixes to establishment standards

## Range Statement

Procedures and recipes included:

- Cleaning and greasing of trays and moulds
- Moulding, shaping and traying up of loaf breads, rolls and specialty breads
- Traying up of short pastry for flans and tarts
- Traying up of choux pastry products
- Traying up of cakes, sponges, biscuits and cookies

Tools, equipment and material used in this unit may include

Tools and equipment:

- Baking trays
- Bread tins, open and closed
- Cake tins
- Flan rings, tartlet and barquette trays
- Industrial bakery ovens
- Industrial pastry ovens
- Pastry brush
- Relevant recipe manuals

Scales Materials:

- Bread dough for basic white and brown breads and rolls
- Puff and Danish pastry
- Greaseproof paper
- Pan lubricant or suitable fat



## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate of activities and procedures specified in the range statement.
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed.
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that the candidate applied safety and hygiene guidelines effectively

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices
- Instructions on safe working practice
- Related food service equipment

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• General knowledge on safe and hygienic practices</li><li>• Basic product characteristics and usage</li></ul>	<ul style="list-style-type: none"><li>• Undertake safe manual handling jobs</li><li>• Competent to follow safety regulations</li><li>• Competent to work safely with workplace equipment's, materials and colleagues</li></ul>

**Unit 08**

<b>UNIT TITLE</b>	Prepare creams, sauces, glazes and fillings				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and produce a variety of creams, sauces, glazes and sweet and savoury fillings for filling varieties of pastry and bakery products.				
<b>CODE</b>	TOU02S1U08V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare creams and fillings	1.1. A variety of creams, sauces, glazes and fillings prepared according to standard recipes and desired product characteristics 1.2. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures 1.3. Appropriate equipment's used according to required pastry and bakery products and standard operating procedures 1.4. Batter and dough prepared in accordance with enterprise standards 1.5. Creams, sauces, glazes and fillings are cooked according to techniques and appropriate conditions 1.6. Required oven temperature selected to bake goods on accordance with the desired characteristics, standards recipe specifications and enterprise practices
2. Use creams, sauces, glazes and fillings in pastry and bakery products	2.1 Pastry and bakery goods filled and decorated, where required and appropriate, in accordance with standard recipes and/or enterprise standards and customer preferences 2.2 Pastry and bakery goods finished and presented according to established standards and procedures

3. Store creams, sauces, glazes and fillings products	3.1 Pastry and bakery products stored according to established standards and procedures 3.2 Food safety and hygiene procedures demonstrated
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## Range Statement

Recipes and products handled and prepared.

The following recipes or their substitute applications must be practiced:

- Apricot glaze
- Arrowroot glaze
- Butter Cream
- Caramel sauce
- Chantilly cream
- Chocolate sauce
- Custard sauce
- Frangipane
- Ganache
- Imitation cream
- Jam sauce
- Lemon curd
- Lemon/Orange sauce
- Mango sauce
- Melba sauce
- Melted chocolate
- Pastry cream
- Royal icing
- Sabayon sauce
- Sauce anglaise
- Water icing

## Techniques practiced

The following techniques must be practiced:

- Beating
- Blending
- Filling
- Folding
- Stirring
- Topping
- Whipping
- Whisking

Tools, equipment and material used in this unit may include

## Tools and equipment:

- Beaters
- Bowls
- Commercial mixers and attachments
- Cutting implements
- Graters
- Measures
- Range
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons
- Various shapes and sizes of pans
- Whisks

Materials:

- Almond-ground
- Apricot jam
- Apricot glaze
- Arrowroot
- Butter
- Chocolate-cooking
- Corn flour
- Custard powder
- Eggs
- Flour
- Fondant
- Icing sugar
- Jam-apricot
- Lemon/lime
- Mace
- Milk /powder
- Orange
- Raspberries
- Sugar-castor/granulated
- Vanilla pod/essence
- Vinegar
- Whipping cream
- Wine

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting specialized pastry and bakery products
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of creams, sauces, glazes and fillings used in the pastry kitchen according to standard recipes and establishment's procedures
- Demonstrated ability to package and store pastry products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

Commercial kitchen environment and industrial equipment and utensils for preparing creams, sauces, glazes and fillings and using these in filling and finishing related products.

Use of pastry and bakery products for using creams sauces, glazes and fillings

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

<b>UNIT TITLE</b>	Prepare and present short paste items				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required by patissiers in hospitality establishments to prepare and produce a variety of sweet and savory products from basic short pastry and sugar pastry.				
<b>CODE</b>	TOU02S1U09V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare short pastry and sweet pastry dough	1.1. Basic short pastry and sweet short (sugar) pastry dough prepared according to standard recipes 1.2. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures 1.3. Appropriate equipment's used according to required pastry and bakery products and standard operating procedures 1.4. Dough prepared in accordance with enterprise standards 1.5. Dough rested according to specified temperature and other conditions 1.6. Required oven temperature selected to bake goods in accordance with the desired characteristics, standards recipe specifications and enterprise practices
2. Produce varieties of goods from short and sweet pastry	2.1 Dough rolled and placed in moulds, tins and trays after resting 2.2 Pastries baked in pre-heated oven set at required temperatures
3. Fill, bake and finish short and sweet pastry products	3.1 Pastries filled before or after baking as according to recipes 3.2 Pastries finished and presented according to established standards and procedures 3.3 Required oven temperature selected to bake goods on accordance with standards recipe specifications for the desired characteristics 3.4 Pastry and bakery goods filled and decorated, as appropriate, in accordance with standard recipes. 3.5 Food safety and hygiene procedures demonstrated



4. Present pastries	4.1 Pastries arranged on mirrors and trays as appropriate 4.2 Pastries stored according to established standards and procedures, under proper storage conditions
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## Range Statement

Recipes prepared:

- Fruit pie
- Apple flan
- Lemon meringue pie
- Dutch apple tart
- Apple tart
- Bakewell tart

Open syrup tart Techniques practiced:

- Folding
- Filling
- Resting
- Rubbing-in
- Topping
- Dusting

Fillings and decorations used:

- Chocolates
- Colored/flavored sugar
- Creams
- Custards
- Frangipane
- Fresh and preserved/crystallized fruits
- Fruit purees
- Fruits and fruit purees
- Glazes and jellies
- Jams
- Marzipan coatings
- Nuts, whole or crushed
- Sprinkled icing sugar

Tools, equipment and material used in this unit may include

Tools and equipment:

- Baking sheets and containers
- Beaters
- Bowls
- Flan rings, tins and moulds
- Commercial mixers and attachments
- Cutting implements
- Measures
- Moulds, shapes and cutters
- Oven
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons
- Whisks

Materials:

- Apple
- Apricot
- Apricot glaze
- Baking powder
- Banana
- Butter
- Butter Cream
- Chantilly cream
- Chocolate sauce
- Custard powder
- Custard sauce
- Eggs
- Flour
- Frangipane
- Ganache
- Imitation cream
- Jam sauce
- Jam-apricot
- Lemon/lime
- Melted chocolate
- Pastry cream
- Salt
- Sugar

- Vanilla essence
- Water icing

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting specialized pastry and bakery products
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment. Knowledge and application must be assessed.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of products, according to standard recipes and establishment's procedures.
- Demonstrated ability to store and package pastry products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing and finishing related products.
- Creams, sauces, glazes to use as fillings and toppings for short pastry products.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

**Unit 10**

<b>UNIT TITLE</b>	Prepare and present choux paste items				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and produce a variety of products based on choux pastry.				
<b>CODE</b>	TOU02S1U10V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare choux paste dough	1.1. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures 1.2. Appropriate equipment used according to required pastry and bakery products and standard operating procedures 1.3. Choux pastry cooked according to recipe specifications 1.4. Required oven temperature selected to bake goods on accordance with the desired characteristics, standards recipe specifications and enterprise practices 1.5. Food safety and hygiene procedures demonstrated
2. Bake choux pastry products	2.1 Different baked products from choux pastry piped on greased trays for baking profiteroles, éclairs and choux buns 2.2 Required oven temperature selected to bake goods on accordance with standards recipe specifications for the desired characteristics 2.3 Choux pastry products baked to recipe specifications
3. Fry choux pastry	3.1 Choux pastry deep fried to produce beignets and fritters
4. Fill and finish choux pastry products	4.1 Baked and fried choux pastry products filled and topped according to recipe specifications 4.2 Pastries arranged on display trays for presentations

## Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Choux buns
- Eclairs
- Profiteroles
- Fritters

Techniques practiced

The following techniques must be practiced:

- Whisking
- Beating
- Stirring
- Whipping
- Beating
- Folding
- Blending
- Tempering
- Filling
- Topping
- Dusting

Tools, equipment and materials required may include:

Tools and equipment:

- Baking sheets and containers
- Bowls
- Commercial mixers and attachments
- Cutting implements
- Graters
- Measures
- Oven
- Range
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons

Various shapes and sizes of pans Materials:

- Butter
- Cheese-grated
- Chocolate sauce
- Custard powder
- Eggs
- Flour
- Icing sugar
- Melted chocolate
- Oil
- Pastry cream
- Pastry cream
- Salt
- Sugar-granulated
- Vanilla essence
- Whipping cream

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting specialized pastry and bakery products
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of specialist bakery products, both sweet and savory according to standard recipes and establishment's procedures
- Demonstrated ability to store and package pastry and bakery products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing, baking, frying and boiling choux pastry and using appropriate filling and finishing related products.
- Use of creams, sauces, and toppings for choux pastry products



## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf-life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

**Unit 11**

<b>UNIT TITLE</b>	Prepare and present breads and yeast leavened items				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and produce breads and a variety of yeast leavened products.				
<b>CODE</b>	TOU02S1U11V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare varieties of yeast leavened dough	1.1. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures 1.2. Appropriate equipment used according to required pastry and bakery products and standard operating procedures 1.3. Different dough prepared in accordance with recipe specifications 1.4. Techniques for bulk fermenting, knocking back, scaling, molding and proving demonstrated 1.5. Products proofed according to specified temperature and other conditions
2. Fill and bake breads and yeast goods	2.1 Required oven temperature selected to bake goods in accordance with standard recipe specifications for the desired characteristics 2.2 Techniques for filling and molding demonstrated 2.3 Selected bakery goods filled and decorated, where required and appropriate, in accordance with standard recipes 2.4 Breads and bakery goods baked and finished according to recipe specifications
3. Finish and present breads and bakery products	3.1 Breads and bakery products arranged on display trays for presentations 3.2 Breads and bakery products packed and stored according to established standards and procedures 3.3 Food safety and hygiene procedures demonstrated

## Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Basic brown bread
- Basic white bread
- Bread rolls
- Chelsea buns
- Currant bun
- Jam filled buns
- Pizza
- Sweet buns
- Sweet filled buns
- Brioche
- Savarin
- Babas

Techniques practiced

The following techniques must be practiced:

- Mixing
- Kneading
- Bulk fermenting
- Knocking back
- Proving
- Scaling
- Moulding
- Baking
- Filling

Tools, equipment and materials used in this unit may include

Tools and equipment:

- Baking sheets and containers
- Bowls
- Bread tins
- Brushes
- Cake and sponge tins and moulds
- Commercial mixers and attachments
- Dough sheeter
- Measures
- Oven

Scales Materials:

- Apricot glaze
- Butter
- Currants
- Eggs
- Flour
- Margarine
- Milk
- Mixed spice
- Pizza topping
- Rum
- Salt
- Savarin syrup
- Sugar-granulated
- Sultanas
- Yeast

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting specialized pastry and bakery products
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of specialist bakery products according to standard recipes and establishment's procedures
- Demonstrated ability to store and package pastry and bakery products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing dough, baking and finishing yeast based products.
- Use of fillings and toppings for selected products.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf-life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

**Unit 12**

<b>UNIT TITLE</b>	Prepare and present croissants, Danish and puff pastry items				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and produce croissants and a variety of Danish and puff pastry products.				
<b>CODE</b>	TOU02S1U12V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare Puff and Danish pastry dough	1.1. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures 1.2. Appropriate equipment used according to required pastry and bakery products and standard operating procedures 1.3. Puff pastry dough prepared in accordance with recipe specifications and rested 1.4. Danish pastry dough proofed according to specified temperature and other conditions 1.5. Dough rolled layered and sheeted demonstrating skill and proper technique
2. Cut, fill and bake croissants, Danish and puff pastries	2.1 Required oven temperature selected to bake goods in accordance with standard recipe specifications for the desired characteristics 2.2 Techniques for cutting sheeted dough, filling and shaping demonstrated 2.3 Selected bakery goods filled and decorated, where required and appropriate, in accordance with standard recipes 2.4 Croissants, Danish and puff pastries baked and finished according to recipe specifications

### Competency Standard for Pastry & Bakery Chef

3. Finish and present croissants, Danish and puff pastry products	3.1 Croissants, Danish and puff pastry products arranged on display trays for presentations 3.2 Breads and bakery products packed and stored according to established standards and procedures 3.3 Food safety and hygiene procedures demonstrated
4. Store prepared dough	4.1 Prepared dough sheets stored for use later as per standard procedures 4.2 Cut, shaped and filled uncooked products stored for baking before service as per standard procedures 4.3 Proper techniques for storing uncooked Danish and puff pastry demonstrated 4.4 Proper techniques for storing baked Danish and puff pastry products demonstrated

### Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Croissants
- Cream horns
- Vol-au-vents
- Bouchees
- Turnovers
- Mille feuilles
- Cheese straws
- Palmiers
- Sausage rolls

Techniques practiced

The following techniques must be practiced:

- Kneading
- Inserting pastry margarine
- Rolling /sheeting
- Cutting
- Filling
- Glazing



Tools, equipment and materials used in this unit may include

Tools and equipment:

- Baking sheets and containers
- Bowls
- Commercial mixers and attachments
- Cutting implements
- Dough sheeter
- Table with granite/marble slab
- Graters
- Measures
- Cutters
- Oven
- Range
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons
- Pans
- Whisks

Materials:

- Apple
- Apricot
- Butter
- Chocolate-cooking
- Currants
- Custard powder
- Cheese-grated
- Eggs
- Flour
- Fondant
- Glacé cherries
- Jam-apricot
- Mixed Spice
- Nutmeg
- Pastry cream
- Pastry margarine
- Pears
- Salt
- Sausage
- Sugar-granulated

- Sultanas
- Whipping cream
- Yeast

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting specialized pastry and bakery products
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

- Assessment requires evidence that the candidate:
- Demonstrated ability to produce a range of pastry products according to standard recipes and establishment's procedures
- Demonstrated ability to store and package pastry and bakery products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing croissants, Danish and puff pastry products
- Use of creams, sauces, glazes and fillings used in finishing related products

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf-life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

**Unit 13**

<b>UNIT TITLE</b>	Prepare and present gateaux, tortes, cakes and sponge products				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and present gateaux, tortes, cakes and sponge products.				
<b>CODE</b>	TOU02S1U13V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare sponges and cakes	1.1. Ingredients selected, measured and weighed according to recipe requirements, standard recipe requirements, enterprise practices and customer practices  1.2. Required oven temperature selected to bake goods in accordance with desired characteristics, standard recipe specifications and enterprise practices  1.3. Sponges and cakes prepared according to recipe specifications and desired product characteristics  1.4. Appropriate equipment used according to required pastry and bakery products and standard operating procedures.  1.5. Sponges and cakes cooled according to established standards and procedures
2. Prepare and use fillings	2.1. Fillings prepared and selected in accordance with required consistency and appropriate flavours  2.2. Slice or layer sponges and cakes filled and assembled according to standard recipe specifications, enterprise practice and customer preferences  2.3. Coatings and sidings selected according to the product characteristics and required recipe specifications

### Competency Standard for Pastry & Bakery Chef

3. Decorate cakes	3.1 Sponges and cakes decorated suited to the product and occasion and in the accordance with standard recipes and enterprise practices  3.2 Suitable icings and decorations used according to standard recipes and/or enterprise standards and
	customer preferences
4. Present cakes	4.1 Cakes presented on accordance with customer's expectations and established standards and procedures equipment are selected and used and used in accordance with service requirements  4.2 Product freshness, appearances and eating qualities are maintained in accordance with the established standards and procedures  4.3 Cakes marked or cut portion-controlled to minimize wastage and in accordance with enterprise specifications and customer preferences
5. Store cakes	5.1 Cakes stored in accordance with establishment's standards and procedures  5.2 Storage methods identified in accordance with product specifications and established standards and procedures

### Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Genoese sponge
- Swiss roll
- Basic sponge
- Sponge fingers
- Madeira cake
- Rich fruit cake

Techniques practiced

The following techniques must be practiced:

- Weighing
- Measuring
- Sifting
- Whisking
- Piping
- Whipping
  
- Beating
- Folding
- Blending
- Slicing
- Filling
- Topping
- Dusting

Tools, equipment and materials used in this unit may include

Tools and equipment:

- Baking sheets, cake and sponge tins and moulds
- Beaters
- Bowl cutters
- Bowls
- Commercial mixers and attachments
- Cutting implements
- Graters
- Measures
- Ovens
- Piping bags and attachments
- Scales, measures
- Spatulas, wooden spoons
- Whisks

**Materials (and fillings):**

- Almond-ground
- Baking powder
- Butter
- Creams
- Currants
- Custard
- Eggs
- Flour
- Fondant
- Fruit purees
- Icing sugar
- Jam-apricot
  
- Jams
- Lemon/lime
- Margarine
- Milk
- Mixed Peel
- Mixed Spice
- Mousses
- Nuts
- Sugar-brown
- Sugar-castor
- Sugar-granulated

**Sultanas Decorations:**

- Chocolates
- Colored/flavored sugar
- Fresh and preserved/crystallized fruits
- Fruit purees
- Glazes and jellies
- Icing
- Marzipan coatings
- Nuts, whole or crushed
- Sprinkled icing sugar

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting cakes and cake products.
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of specialist cake and sponge products, according to standard recipes and establishment's procedures.
- Demonstrated ability to produce a quantity of cake and sponge products according to standard recipes and establishment's procedures
- Demonstrated ability to store and package cake and sponge products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing cake and sponge products.
- Use of fillings and decorations for using in cake and sponge products



## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Use of fillings and decorations for cake and sponge products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf-life</li><li>• Preparation of fillings for cake and sponge products</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

**Unit 14**

<b>UNIT TITLE</b>	Prepare and present (fruit based) desserts and pancakes				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and produce a variety of creams, sauces, glazes and sweet and savoury fillings for filling varieties of pastry and bakery products.				
<b>CODE</b>	TOU02S1U14V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare fruits for fillings and presentations	1.1. A variety of fruits cleaned and prepared according to recipe specifications and desired product characteristics 1.2. Ingredients selected according to recipe requirements and established standards and procedures 1.3. Appropriate equipment and techniques used according to standard operating procedures
2. Store fruit-based desserts	2.1 Fruit based desserts stored according to established standards and procedures 2.2 Food safety and hygiene procedures demonstrated
3. Prepare batters for pancakes	3.1 Batters prepared in accordance with standard recipes and/or enterprise standards 3.2 Proper mixing techniques demonstrated to established standards and procedures
4. Prepare and fill pancakes	4.1 Pancakes prepared with and without fillings in accordance with standard operating procedures

## Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Fresh fruit salad
- Stewed fruits
- Fruit fools
- Poached fruits
- Pancake batter
- Crêpe Suzette
- Yeast batter

Techniques practiced

The following techniques must be practiced:

- Weighing
- Measuring
- Cutting
- Whisking
- Stirring
- Beating
- Folding
- Mixing
- Filling
- Topping

Tools, equipment and materials used in this unit may include

Tools and equipment:

- Beaters
- Bowls
- Cutting implements
- Measures
- Moulds, shapes and cutters
- Range
- Scales
- Omelet / Pancake pans
- Spatulas, wooden spoons
- Whisks

Materials:

- Apple
- Apricot
- Banana
- Butter
- Cinnamon
- Currants
- Eggs
- Flour
- Fruit Juice
- Fruit tin
- Glacé cherries
- Golden syrup
- Grapes
- Lemon/lime
- Mace
- Orange
- Papaya
- Pears
- Pineapple
- Pineapple-tin
- Salt
- Strawberries
- Sugar-granulated
- Sultanas
- Vanilla pod/essence

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing and cooking filling, finishing, decorating and presenting fruit-based desserts, pancakes and sweet omelets.
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of fruit-based desserts, pancakes and sweet omelets according to standard recipes and establishment's procedures
- Demonstrated ability to store and fruit-based desserts, pancakes and sweet omelets according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing fruit-based desserts, pancakes and sweet omelets.
- Use of pastry and bakery products for using in fruit-based desserts, pancakes and sweet omelets

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

**Unit 15**

<b>UNIT TITLE</b>	Prepare and present baked and steamed puddings				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and produce a variety of baked and steamed puddings.				
<b>CODE</b>	TOU02S1U15V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare baked and puddings	1.1. A variety of baked and steamed puddings prepared according to standard recipes and desired product characteristics 1.2. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures 1.3. Appropriate equipment used for steamed and baked puddings according to recipes and standard operating procedures 1.4. Batters prepared in accordance with enterprise standards. 1.5. Products rested according to specified temperature and other conditions 1.6. Required oven temperature selected to bake and steamed goods on accordance with the desired characteristics, standards recipe specifications and enterprise practices 1.7. Use of equipment and proper technique demonstrated for steaming by double boiler method.
2. Store baked and steamed puddings	2.1 Baked and steamed puddings stored according to established standards and procedures 2.2 Food safety and hygiene procedures demonstrated
3. Decorate and present baked and steamed puddings	3.1 Baked and steamed puddings decorated where required and appropriate, in accordance with standard recipes 3.2 Baked and steamed puddings finished and presented according to established standards and procedures

## Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Bread and butter pudding
- Cabinet/diplomat pudding
- Foni Bokiba varieties
- French rice pudding
- Fruit condé
- Rice condé
- Rice croquettes
- Rice empress

Techniques practiced

The following techniques must be practiced:

- Mixing
- Stirring
- Steaming
- Folding
- Topping

Tools, equipment and materials used in this unit may include

Tools and equipment:

- Bowls
- Cutting implements
- Double boiling pan
- Measures
- Moulds, shapes and cutters
- Oven with steam utility
- Range
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons
- Cooking pans
- Whisks



Materials:

- Angelica
- Apple
- Apricot glaze
- Apricot sauce
- Bread
- Breadcrumbs
- Butter
- Candied fruit
- Candied peel
- Double cream
- Eggs
- Gelatine
- Glacé cherries
- Kiwi
- Milk
- Pears
- Raspberry glaze
- Rice-short grain
- Salt
- Sugar-granulated
- Sultanas
- Vanilla pod/essence

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, finishing, decorating and presenting steamed and baked puddings.
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of steamed and baked puddings according to standard recipes and establishment's procedures
- Demonstrated ability to store, retrieve and present steamed and baked puddings according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing steamed and baked puddings.
- Use of pastry and bakery products for using in steamed and baked puddings

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Characteristics of agar-agar and gelatin</li><li>• Preparation of dried fruit mixes for use in cooking</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Use of gelatin and agar-agar in preparation of jellies</li><li>• Storage conditions for pastry and bakery products and optimizing shelf life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

Unit 16

<b>UNIT</b>	Clean kitchen premises and equipment				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to clean food preparation areas, storage areas, and equipment in commercial kitchens to ensure the safety of food. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.				
<b>CODE</b>	TOU02S1U16V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Clean and sanitise kitchen equipment.	1.1. Selected and prepared cleaning agents and chemicals according to cleaning schedule and product instructions. 1.2. Cleaned and sanitised kitchen equipment to ensure safety of food that is prepared and served to customers. 1.3. Stored cleaned equipment in designated place.
2. Clean service-ware and utensils.	2.1. Sorted service-ware and utensils and load dishwasher with appropriate items. 2.2. Hand washed any items not appropriate for dishwasher. 2.3. Disposed of broken or chipped service-ware within scope of responsibility, and report losses to supervisor. 2.4. Ensured that sufficient supplies of clean, undamaged crockery are available at all times during the service period.
3. Clean and sanitise kitchen premises.	3.1. Cleaned and sanitised kitchen surfaces and <i>food preparation and storage areas</i> according to cleaning schedule to ensure the safety of food that is prepared and served to customers. 3.2. Cleaned areas of any animal and pest waste and report incidents of infestation.

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	<p>3.3. Followed safety procedures in the event of a chemical accident.</p> <p>3.4. Sorted and removed linen according to organisational procedures.</p> <p>3.5. Sorted and promptly disposed of kitchen waste to avoid cross-contamination with food stocks</p>
<p>4. Work safely and reduce negative environmental impacts.</p>	<p>4.1. Used cleaning agents, chemicals and cleaning equipment safely and according to manufacturer instructions.</p> <p>4.2. Used personal protective equipment and safe manual handling techniques when cleaning equipment and premises.</p> <p>4.3. Reduced negative environmental impacts through efficient use of energy, water and other resources.</p> <p>4.4. Sorted general kitchen waste from recyclables and disposed of them in designated recycling bins.</p> <p>4.5. Safely disposed of kitchen waste, especially hazardous substances, to minimise negative environmental impacts.</p>

**Range Statement**

Tools, equipment and material used in this unit may include

Cleaning agents and chemicals include:

- liquid
- powder
- tablets
- bleach
- cleaning agents for specialised surfaces
- deodorisers
- dishwashing liquid
- disinfectants
- floor cleaners
- glass cleaner
- stainless steel cleaner and polish
- window cleaner.

Kitchen equipment includes:

- appliances
- cooking equipment
- dishwashers
- extraction fans
- garbage bins
- glasswashers
- measures
- mechanical food preparation equipment:
  - bowl choppers
  - commercial mixers food processors, blenders and attachments
  - mincers
  - slicing machines
- ovens
- scales
- thermometers.

Service ware and utensils may include:

- chopping boards
- containers
- cooking utensils
- crockery
- cutlery
- dishes
- glassware
- graters
- knives
- pans
- pots.

Kitchen surfaces include:

- floors
- shelves
- walls.

Food preparation and storage areas include:

- benches and working surfaces
- cool rooms
- cupboards
- freezers
- fridges
- microwaves
- ovens
- storerooms
- stoves.

Safety procedures may relate to:

- disposal of contaminated food
- first aid
- treatment of food preparation area and equipment to avoid any risk to food

Linen may include:

- cleaning cloths
- clothing
- napkins
- serving cloths
- tablecloths
- tea towels

Kitchen waste may include:

- animal fat
- any used or out of date ingredient or food item
- broken service ware
- cooking oils
- food waste
- ghee
- grease
- hazardous substances
- oils
- pest waste

Cleaning equipment may include:

- cloths
- dishwashers
- brooms, brushes and dustpans
- buckets
- cleaning cloths
- floor scrubbers or polishers
- mops
- pressurised steam and water cleaners
- swabs
- waste sink for mops.

Personal protective equipment may include:

- face masks
- gloves
- goggles
- rubber aprons.

Recyclables may include:

- glass bottles and jars
- plastics
- paper and cardboard
- tin or aluminum containers
- fruit and vegetable matter.

Hazardous substances may include:

- animal fat
- chemicals
- cleaning agents
- cooking oils
- ghee
- grease.



**ASSESSMENT GUIDE**

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**Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual cleaning a fully equipped commercial kitchen and storage areas
- inspection of areas cleaned by the individual
- written or oral questioning to assess knowledge of:
  - the importance and purpose of cleaning regimes
  - different types of cleaning agents and chemicals
  - cleaning sanitising and disinfecting methods
  - disposal methods for waste and hazardous substances
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

**Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

- Evidence of the ability to:
  - efficiently clean food preparation, storage areas, large and small equipment, service ware and utensils in commercial kitchens on multiple occasions according to cleaning schedules
  - work safely and use resources efficiently to reduce negative environmental impacts
  - integrate knowledge of:
    - different types of cleaning agents and chemicals for kitchens and equipment
    - cleaning sanitising and disinfecting methods for kitchens and equipment
    - correct and environmentally sound disposal methods for waste and hazardous substances
    - complete cleaning tasks within commercial time constraints

**Assessment conditions**

Assessment is conducted in examination situation where strict examination rules are followed.

**Resources required for assessment**

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• hygiene and cross-contamination issues for kitchens and the importance and purpose of cleaning regimes different types of cleaning and sanitising products, chemicals for kitchens and equipment</li><li>• equipment used to clean kitchen premises and equipment reporting mechanisms for infestations standards of presentation for the premises.</li></ul>	<ul style="list-style-type: none"><li>• communication skills</li><li>• literacy skills</li><li>• numeracy skills</li><li>• problem-solving skills</li><li>• self-management skills to manage own speed, timing and productivity</li><li>• teamwork skills to support cooking staff by cleaning equipment, service ware and utensils continuously for their availability</li><li>• technology skills to use automatic dishwashers and reassemble kitchen equipment after cleaning.</li></ul>

<b>UNIT TITLE</b>	Prepare and present mousses, charlottes and bavaois				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and produce varieties of mousses, charlottes and bavaois.				
<b>CODE</b>	TOU02S2U01V2	<b>Level</b>	4	<b>Credit</b>	12

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare mousses, charlottes and bavaois	1.1. A variety of mousses, charlottes and bavaois prepared according to standard recipes and desired product characteristics 1.2. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures 1.3. Appropriate equipment used according to required product recipes and standard operating procedures 1.4. Mousse, charlotte and bavaois mixes prepared in accordance with enterprise standards 1.5. Pre-mixes cooked according to techniques and appropriate conditions
2. Store mousses, charlottes and bavaois	2.1 Mousses, charlottes and bavaois stored according to recipe requirements and established standards and procedures 2.2 Food safety and hygiene procedures demonstrated
3. Present Mousses, charlottes and bavaois	3.1 Mousse, charlotte and bavaois presentation dishes/glassware filled, decorated and presented in accordance with standard recipes and/or enterprise standards 3.2 Food safety and hygiene procedures demonstrated

## Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Vanilla mousse
- Fruit mousse - basic
- Bavarian cream - custard
- Bavarian cream – syrup
- Whipped cream

Techniques practiced

The following techniques must be practiced:

- Whisking
- Beating
- Stirring
- Folding
- Blending
- Topping

Tools, equipment and materials used in this unit may include

Tools and equipment:

- Beaters
- Bowls
- Cutting implements
- Measures
- Moulds, shapes and cutters
- Oven
- Range
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons
- Various shapes and sizes of pans
- Whisks

Materials:

- Assorted fruit purées
- Double cream
- Eggs
- Fruit Juice
- Fruit tin
- Gelatine
- Icing sugar
- Lemon/lime
- Milk
- Sugar-granulated
- Vanilla pod/essence
- Whipping cream

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing and filling, finishing, decorating and presenting mousses, charlottes and bavarois
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of mousses, charlottes and bavarois according to standard recipes and establishment's procedures
- Demonstrated ability to store and package pastry and bakery products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing mousses, charlottes and bavarois
- Use of pastry and bakery products for preparing mousses, charlottes and bavarois

UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Properties of types of creams</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Handling of whipping and double cream</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>



<b>UNIT TITLE</b>	Prepare ice cream dishes				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and produce a variety of sorbets and ice creams.				
<b>CODE</b>	TOU02S2U02V2	<b>Level</b>	4	<b>Credit</b>	12

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare ice creams	1.1. A variety of ice creams, prepared from ready-mixes and raw ingredients according to standard recipes and desired product characteristics 1.2. Varieties of water ices and sorbets prepared from fresh ingredients according to standard recipes and desired product characteristics 1.3. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures 1.4. Appropriate equipment used according to required pastry and bakery products and standard operating procedures 1.5. Ready-mixes prepared in accordance with product instructions 1.6. Ice cream machine operated according to manufacturer instructions
2. Store ice creams	2.1 Ice creams stored according to established standards and procedures 2.2 Food safety and hygiene procedures demonstrated.
3. Prepare and present ice cream	3.1 Ice creams scooped from frozen batches using specified scoops 3.2 Ice creams dishes filled, decorated and presented in accordance with standard recipes and/or enterprise standards

## Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Sauce a l'anglaise
- Vanilla ice cream
- Fruit ice creams – assorted flavors
- Water ices – assorted flavors
- Sorbets – assorted flavors

Techniques practiced

The following techniques must be practiced:

- Whisking
- Beating
- Stirring
- Folding
- Piping

Tools, equipment and materials used in this unit may include

Tools and equipment:

- Beaters
- Bowls
- Blender
- Strainer
- Measures
- Moulds, shapes and cutters
- Oven
- Range
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons
- Various shapes and sizes of pans
- Whisks

Materials:

- Assorted fruit purées
- Assorted ice cream powders
- Assorted fruit juices
- Eggs
- Lemon/lime
- Milk
- Sugar-granulated
- Vanilla pod/essence
- Whipping cream

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting specialized pastry and bakery products
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of water ices, sorbets and ice creams according to standard recipes and establishment's procedures
- Demonstrated ability to store and package water ices, sorbets and ice creams according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated ability to portion, decorate and present water ices, sorbets and ice creams according to establishment's standards and procedures
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing, storing and serving water ices, sorbets and ice creams
- Use of pastry and bakery products for preparing and decorating water ices, sorbets and ice creams

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Properties of types of creams</li><li>• Principles and practices of hygiene particularly in relation to handling ready-to-eat products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Handling of whipping cream</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for frozen products and optimizing shelf-life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

**Unit 19**

<b>UNIT TITLE</b>	Prepare and present meringue products				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare meringue and meringue-based dishes.				
<b>CODE</b>	TOU02S2U03V2	<b>Level</b>	4	<b>Credit</b>	12

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare meringues	<p>1.1. Boiled (Italian) and uncooked (ordinary) meringue prepared according to standard recipes and desired product characteristics</p> <p>1.2. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures</p> <p>1.3. Appropriate equipment used according to required products and standard operating procedures</p> <p>1.4. Meringue preparations poached, broiled, baked and dried according to techniques and appropriate conditions</p> <p>1.5. Required oven temperatures selected to dry out or bake meringue shells in accordance with the desired characteristics, standards recipe specifications and enterprise practices</p>
2. Use meringue in pastry products	<p>2.1 Pastry and bakery goods topped with meringue and cooked, in accordance with standard recipes and/or enterprise standards and customer preferences</p> <p>2.2 Meringue goods filled and presented in accordance to recipe instructions</p>
3. Store meringue products	<p>3.1 Meringue products stored according to established standards and procedures</p> <p>3.2 Food safety and hygiene procedures demonstrated</p>

4. Present and serve meringue based desserts	4.1 Meringues filled, decorated and presented in accordance with standard recipes and/or enterprise standards 4.2 Food safety and hygiene procedures demonstrated
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## Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Baked Alaska
- Italian meringue
- Meringue
- Snow eggs
- Vacherin

Techniques practiced

The following techniques must be practiced:

- Baking
- Broiling
- Filling
- Folding
- Topping
- Whisking

Tools, equipment and materials used in this unit may include

Tools and equipment:

- Bowls
- Commercial mixers and attachments
- Measures
- Oven
- Range
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons
- Whisks

Materials:

- Egg whites
- Icing sugar
- Lemon /lime juice /cream of tartar
- Sugar-granulated
- Diced fresh fruits
- Thin sponge discs
- Fruit syrup

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting specialized pastry and bakery products
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of meringue products according to standard recipes and establishment's procedures
- Demonstrated ability to store meringue products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing and presenting meringue goods
- Use of pastry and bakery products for preparing meringue goods

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf-life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>



**Unit 20**

<b>UNIT TITLE</b>	Prepare and present petits fours				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and present a variety of petit fours to include varieties of cookies and biscuits.				
<b>CODE</b>	TOU02S2U04V2	<b>Level</b>	4	<b>Credit</b>	12

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare petits fours	<p>1.1. Varieties of petits fours prepared from sponge, marzipan, according to standard recipes and desired product characteristics</p> <p>1.2. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures</p> <p>1.3. Appropriate equipment used according to required products and standard operating procedures</p> <p>1.4. Petits fours baked and dried according to techniques and appropriate conditions</p> <p>1.5. Required oven temperatures selected to dry out or bake meringue shells in accordance with the desired characteristics, standards recipe specifications and enterprise practices</p>
2. Store petits fours	<p>2.1 Varieties of petits fours cooled after baking and placed in proper containers</p> <p>2.2 Petit fours stored according to established standards and procedures</p>
3. Decorate and present petits fours	<p>3.1 Varieties of petits fours topped or coated and decorated, where required and appropriate, in accordance with standard recipes and/or enterprise standards</p> <p>3.2 Petits fours finished and presented according to established standards and procedures</p> <p>3.3 Food safety and hygiene procedures demonstrated</p>

## Range Statement

Recipes and products handled and prepared

The following recipes or their substitute applications must be practiced:

- Basic biscuit
- Biscuit
- Brownies
- Butter cookies
- Buttercream
- Candied fruit
- Caramel
- Chocolate cookies
- Cream cheese
- Custard
- Filled cookies
- Fondant
- Frangipane
- Fresh fruits
- Fruit glazes
- Ganache
- Marzipan
- Pastry cream
- Sponge and cake varieties
- Sugar frosting

Techniques practiced

The following techniques must be practiced:

- Whisking
- Beating
- Caramelizing
- Stirring

- Coating
- Baking
- Folding
- Blending
- Filling
- Piping
- Topping
- Dusting

Tools, equipment and materials used in this unit may include

Tools and equipment:

- Baking sheets and containers
- Beaters
- Bowl cutters
- Bowls
- Commercial mixers and attachments
- Cutting implements
- Graters
- Measures
- Shapes and cutters
- Oven
- Range
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons
- Various shapes and sizes of pans
- Whisks

Materials:

- Almond-blanchéd
- Almond-ground
- Angelica

- Apple-dried
- Apricot-dried
- Apricot glaze
- Baking powder
- Black currants
- Blackberries
- Butter
- Candied fruit
- Cashew nuts
- Chocolate-cooking
- Coconut-dessicated
- Corn flour
- Custard powder
- Cream cheese
- Eggs
- Flour
- Fondant
- Fruit, fresh and crystallized
- Gelatine
- Glacé cherries
- Honey
- Icing sugar
- Jam-apricot
- Jam-raspberry
- Pastry cream
- Salt
- Sugar
- Vanilla pod/essence
- Whipping cream

## ASSESSMENT GUIDE

### Forms of assessment

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting specialized pastry and bakery products
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### Assessment context

Assessment may be done in the workplace or a simulated work environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of petits fours, cookies and biscuits, according to standard recipes and establishment's procedures
- Demonstrated ability to store and package pastry and bakery products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

### Resources required for assessment

- Commercial kitchen environment and industrial equipment and utensils for preparing petits fours, cookies and biscuits
- Use of pastry and bakery products for preparing petits fours, cookies and biscuits

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf-life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

**Unit 21**

<b>UNIT</b>	Produce chocolate confectionery				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to temper couverture (pure coating chocolate) to produce individual chocolates. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to mould and fill individual chocolates with hard or soft fillings and centers.				
<b>CODE</b>	TOU02S2U05V2	<b>Level</b>	4	<b>Credit</b>	12

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select ingredients.	<p>1.1. Confirmed food production requirements from food preparation list and standard recipes.</p> <p>1.2. Calculated ingredient amounts according to requirements.</p> <p>1.3. Identified and selected ingredients from stores according to recipe, quality, freshness and stock rotation requirements.</p>
2. Select, prepare and use equipment.	<p>2.1. Selected type and size of equipment suitable to requirements.</p> <p>2.2. Safely assembled and ensured cleanliness of equipment before use.</p> <p>2.3. Used equipment safely and hygienically according to manufacturer instructions.</p> <p>2.4. Protected polished chocolate moulds from contamination.</p> <p>2.5. Kept chocolate moulds at an appropriate and constant temperature.</p>
3. Portion and prepare ingredients.	<p>3.1. Sorted and assembled ingredients for chocolate confectionery according to food production sequencing.</p> <p>3.2. Weighed and measured wet and dry ingredients according to the recipe and quantity of chocolates required.</p> <p>3.3. Minimised waste to maximise profitability of chocolates produced.</p>

4. Temper couverture.	<p>4.1. Used tempering methods and appropriate temperatures to melt and temper couverture.</p> <p>4.2. Manipulated couverture to the correct viscosity and desired flow properties to achieve desired color, gloss, sheen and snap upon solidification.</p> <p>4.3. Controlled the temperature to retain workable consistency.</p>
5. Prepare centres and fillings.	<p>5.1. Used cookery methods for centres and fillings to achieve full flavored, interesting and natural characteristics.</p> <p>5.2. Manipulated ingredients at correct temperature to achieve the correct viscosity and consistency.</p> <p>5.3. Followed standard recipes and make <b>food quality adjustments</b> within scope of responsibility.</p> <p>5.4. Prepared centres of precisely uniform shapes and sizes.</p>
6. Make moulded chocolates.	<p>6.1. Selected tempered couverture to match fillings.</p> <p>6.2. Set tempered couverture in moulds to achieve even and appropriate thickness free from marks or air bubbles.</p> <p>6.3. Inserted fillings to a level surface and allow space for seal.</p> <p>6.4. Sealed with a layer of chocolate of appropriate thickness.</p> <p>6.5. Cooled, de mould chocolates and handle carefully to retain a glossy surface.</p>
7. Decorate, present and store chocolates.	<p>7.1 Decorated chocolates attractively, according to standard recipes, using designs suited to the product.</p> <p>7.2 Used suitable service-ware to attractively present chocolates according to organisational standards.</p> <p>7.3 Displayed chocolates in appropriate conditions to retain optimum freshness.</p>



	<p>7.4 Stored chocolates in appropriate <i>environmental conditions</i>.</p> <p>7.5 Cleaned work area, and disposed of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.</p>
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### **Range Statement**

Tools, equipment and material used in this unit may include

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary needs
- standard recipes.

Ingredients may include:

- compound chocolate
- couverture (pure coating chocolate):
  - dark
  - milk
  - white
- those to create centres and fillings
- wet and dry supplies.

- brushes
- beaters
- blenders
- bowl cutters
- chopping boards
- commercial mixers and attachments
- couverture chocolate moulds
- cutting implements for nuts and fruits
- double bain marie

- graters
- ladles in a variety of sizes
- marble slab

measurers:

- metric calibrated measuring jugs
- microwave
- mixers
- piping bags and attachments
- range of saucepans and pots for small and large production
- scales
- scourers
- sets of stainless steel bowls
- spatulas
- specialty scrapers
- sponges

spoons:

- wooden spoons
- large plain and slotted metal spoons
- storage containers and trays
- warming area
- whisks.

Protecting mould from contamination may involve:

- ensuring that the polished surface is:
- clean, polished and free of dust or residue
- untouched by bare fingers
- untouched by objects that may dull, scratch or damage it.

Chocolate confectionery includes:

- hand coated
- made using prepared hollow shells
- moulded

Centres and fillings may include:

- caramel

- croquant
- flavored fondant
- ganache
- jellies
- nougat
- nuts and fruits

Environmental conditions relate to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing a range of individual chocolates
- evaluation of the taste and visual appeal of individual chocolates produced by the individual
- projects that allow assessment of the individual s ability to produce a variety of individual chocolates and sponges for an event, function or meeting within designated deadlines
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### **Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- temper couverture, prepare, mould and coat a variety of centres and fillings to produce a range of individual chocolates
- produce a quantity of individual chocolates of the same types that are consistent in quality, size, shape and appearance
- integrate knowledge of the:
  - quality indicators for ingredients
  - tempering methods for couverture
  - appropriate temperatures to melt and temper couverture
  - product characteristics of solidified couverture
- essential features, functions and safe use of chocolate preparation equipment
- food safety practices for handling and storing chocolate ingredients and chocolates
- produce individual chocolates within commercial time constraints.

#### **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• culinary terms and trade names for:</li> <li>• ingredients commonly used to produce chocolate confectionery</li> <li>• a variety of classical and contemporary individual chocolates</li> <li>• historical and cultural derivations of a variety of chocolates</li> <li>• contents of stock date codes and rotation labels</li> <li>• indicators of freshness and quality of stocked ingredients for chocolates</li> </ul>	<ul style="list-style-type: none"> <li>• initiative and enterprise skills to minimise wastage</li> <li>• literacy skills</li> <li>• numeracy skills</li> <li>• planning and organising skills to efficiently sequence the stages of food preparation and production</li> <li>• problem-solving skills to evaluate quality of ingredients and finished chocolates and adjust ensure a quality product</li> <li>adjust taste, texture and appearance of food products according to identified deficiencies.                             <ul style="list-style-type: none"> <li>• self-management skills to manage own speed, timing and productivity</li> <li>• technology skills to use food preparation and cooking equipment</li> </ul> </li> </ul>

Unit 22

<b>UNIT</b>	Design and produce sweet buffet showpieces				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to design and produce showpieces for display with sweet buffets. It requires the ability to make all individual decorative components from individual or combined sugar, chocolate, pastillage and marzipan materials and to assemble the complete showpiece for display.				
<b>CODE</b>	TOU02S2U06V2	<b>Level</b>	4	<b>Credit</b>	12

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Design sweet buffet showpieces.	1.1. Designed showpieces appropriate for the occasion. 1.2. Selected materials for individual decorative pieces. 1.3. Produced sketches of required forms and shapes. 1.4. Identified colors, decorations and supports. 1.5. Calculated and recorded required quantities of different ingredients for all decorative pieces. 1.6. Calculated production time and sketch a plan for producing the showpiece.
2. Select, prepare and use equipment.	2.1. Selected type and size of equipment suitable to requirements. 2.2. Safely assembled and ensured cleanliness of equipment before use. 2.3. Used equipment safely and hygienically according to manufacturer instructions.
3. Make showpiece components.	3.1. Prepared framework or moulds for individual showpiece components.

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	<p>3.2. Shaped selected materials into desired forms, using appropriate techniques and artistic flair.</p> <p>3.3. Chose decorations in appropriate materials, suitable for the occasion.</p>
<p>4. Assemble sweet buffet showpieces.</p>	<p>4.1. Assembled showpiece to achieve balance, proportion and optimum strength.</p> <p>4.2. Displayed showpiece to complement the displayed food.</p> <p>4.3. Decorated showpiece creatively to match the occasion and create customer appeal.</p> <p>4.4. Evaluated presentation of finished showpiece and adjust.</p> <p>4.5. Stored showpiece in appropriate <i>environmental conditions</i>.</p>

**Range Statement**

Tools, equipment and material used in this unit may include

Equipment for sugar work may include:

- airtight sugar display cases
- assorted rings, moulds, metal bars for poured and moulded sugar work
- basket weave boards (round and oval shaped) complete with metal rods
- cake wheels
- chopping boards
- disposable gloves for pulling and shaping sugar
- hair drier with cold air setting
- hand pump for blowing sugar
- heat resistant plasticine
- heating lamp with red or white light
- marble slab

measurers:

- metric calibrated measuring jugs
- metal strapping
- modelling tools
- moulds
- patterns
- range of saucepans and pots for small and large production
- rubber mats
- saccharometer
- scissors
- shears
- silicon paper and mats
- small cooling fan
- spatulas
- storage containers and trays
- sugar boilers
- sugar thermometers.

Safely handling boiled sugar solution may include:

- avoiding drips and dribbles
- covering exposed skin
- ensuring all equipment has secure handles
- using insulated pot rests
- using protective gloves and mitts.

Environmental conditions may involve:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation
- avoiding damage to decorations.
- Shaping may involve:

**ASSESSMENT GUIDE**

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**Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual modelling sugar-based decorations for a variety cakes and desserts
- evaluation of the taste and visual appeal of sugar-based decorations for cakes and desserts produced by the individual
- projects that allow assessment of the individual s ability to produce a variety of sugar-based decorations for cakes and desserts for an event, function or meeting within designated deadlines
- written or oral questioning to assess knowledge of culinary terms, equipment, cookery methods and techniques for pulling, casting and blowing sugar
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

**Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- design creative decorations for cakes and desserts
- model sugar-based decorations for a variety of cakes and desserts using techniques for pulling, casting and blowing sugar
- produce a quantity of dessert decorations of the same type that are consistent in quality, size, shape and appearance
- integrate knowledge of the:
  - cookery methods for sugar work
  - temperature requirements, cooking times and techniques for pulling, casting and blowing sugar
  - essential features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing sugar products
- produce sugar-based decorations within commercial time constraints.



**UNDERPINNING KNOWLEDGE AND SKILLS**

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• Culinary terms and trade names for ingredients commonly used to produce sugar-based decorations for cakes and desserts</li> <li>• combining ingredients</li> <li>• appropriate temperatures and cooking times</li> <li>• cooling methods and times</li> <li>• required consistency of sugar solution for pulling, blowing casting</li> <li>• causes of premature crystallisation of boiled sugar and methods to avoid it</li> <li>• properties of the ingredients used and their interaction and changes during production</li> <li>• techniques used to pull, cast and blow sugar</li> <li>• dangers of handling boiled sugar at high temperatures and methods to avoid injury</li> <li>• equipment used to prepare liquid sugar and to model sugar-based decorations for cakes and desserts</li> <li>• correct environmental conditions to ensure food safety</li> <li>• appropriate methods to optimize shelf life.</li> </ul>	<ul style="list-style-type: none"> <li>• initiative and enterprise skills to develop creative ideas and explore a range of designs for sugar decorations</li> <li>• literacy skills to write notes on designs and record calculations for sugar work ingredients</li> <li>• numeracy skills to calculate quantities of ingredients required for decorations</li> <li>• planning and organising skills to efficiently sequence the stages of sugar work preparation and production</li> <li>• problem-solving skills to evaluate quality of finished decorations and adjust ensure a quality product</li> <li>• self-management skills to manage own speed, timing and productivity</li> <li>• technology skills to use food preparation and cooking equipment.</li> </ul>

**Unit 23**

<b>UNIT</b>	<b>Coach others in job skills</b>				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. It requires the ability to explain and demonstrate specific skills, knowledge and procedures and monitor the progress of colleagues until they are able to operate independently of the coach.				
<b>CODE</b>	TOU02S2U07V2	<b>Level</b>	4	<b>Credit</b>	15

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for on-the-job coaching.	1.1. Identified need for coaching based on a range of factors. 1.2. Identified specific coaching needs through discussion with colleague and organise coaching sessions.
2. Coach colleagues on-the-job	2.1. Explained overall purpose of coaching to colleague. 2.2. Explained and demonstrated specific skills. 2.3. Communicated required knowledge and checked colleague understanding. 2.4. Advised organisational procedures for completing workplace tasks. 2.5. Provided colleague with opportunity to practice skill and ask questions. 2.6. Provided feedback in constructive and supportive manner.
2. Follow-up coaching.	3.1. Monitored progress of new workplace skills and provide supportive assistance. 3.2. Reported progress to the appropriate person.

	3.3. Identified performance problems or difficulties with coaching and rectified or referred to appropriate person for follow-up.
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**Range Statement**

Tools, equipment and material used in this unit may include

Factors may include:

- direction from colleagues
- own observation and workplace experience
- request for coaching from colleague to be coached.

Coaching sessions could be conducted in a range of contexts, including:

- before or after work
- in a simulated location away from the actual workplace
- on-the-job during work hours.
- Skills to be coached are generally those not requiring formal or extended training sessions customer service skills
- selling or promoting products and services
- technical or practical skills, such as operating equipment, making something or completing documentation.

Required knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:

- ingredients or components of items
- knowledge of products or services
- legislative, work health and safety and hygiene requirements
- principles underpinning skills, such as communication and selling
- reasons for undertaking various tasks.

Performance problems or difficulties may be due to:

- breakdown in communication
- inappropriate circumstances for coaching
- insufficient opportunity to practice
- language or cultural barriers
- shyness or lack of confidence.

**ASSESSMENT GUIDE**

**Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual coaching a colleague in a required work skill
- role plays to assess the individual's ability to use:
- active listening and open questioning techniques to confirm understanding of job tasks
- key training techniques
- use of problem-solving exercises so the individual can suggest ways of resolving performance problems or difficulties
- written or oral questioning to assess knowledge of key training principles
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

**Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

- provide supportive on-the-job coaching and provide constructive feedback
- clearly communicate and demonstrate the workplace tasks required of the colleague
- integrate knowledge of the key principles of training
- complete coaching activities within commercial time constraints to ensure the colleague is effective.

**UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• objectives and scope of the coaching</li><li>• the key principles of training:</li><li>• explanation</li><li>• demonstration</li><li>• review</li><li>• listening to trainee explanation</li></ul>	<ul style="list-style-type: none"><li>• communication skills to develop rapport, show sensitivity to the colleague</li><li>• initiative and enterprise skills to observe the colleague and aid without their request</li><li>• literacy skills</li></ul>

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<ul style="list-style-type: none"><li>• observing and evaluating trainee demonstration</li><li>• providing feedback.</li></ul>	<ul style="list-style-type: none"><li>• numeracy skills to calculate adequate time required for coaching and the colleague to complete required tasks</li><li>• planning and organising skills to complete own work tasks within designated timelines and simultaneously coach others in their job skills</li><li>• problem-solving skills to identify and resolve deficiencies in the skills and knowledge of colleagues</li><li>• self-management skills to take responsibility for colleague coaching</li><li>• teamwork skills to pass on organisational knowledge to colleague.</li></ul>
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**Unit 24**

<b>UNIT</b>	<b>Receiving and storing items</b>				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for food and beverage, commercial cookery or catering operations. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.				
<b>CODE</b>	TOU02S2U08V2	<b>Level</b>	4	<b>Credit</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Store supplies in appropriate conditions.	<p>1.1. Conducted temperature checks on delivered goods ensuring they are within specified tolerances.</p> <p>1.2. Recorded temperature results according to organisational procedures.</p> <p>1.3. Identified deficiencies with delivered food items, and reject supply within scope of own responsibility, or report findings.</p> <p>1.4. Chose and prepared correct environmental conditions for the storage of perishable supplies.</p> <p>1.5. Date coded perishable supplies to maximise their use.</p> <p>1.6. Promptly stored supplies in appropriate storage area to minimise wastage and avoid food contamination.</p>
2. Maintain perishable supplies at optimum quality.	<p>2.1. Regularly checked and adjusted environmental conditions of all storage areas and equipment to maintain perishable supplies at optimum quality.</p> <p>2.2. Conducted temperature checks according to food safety procedures and protect supplies from spoilage.</p> <p>2.3. Protected supplies from damage of cross-contamination and pests.</p>

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	2.4. Rotated perishable supplies for maximum use according to expiration dates.
3. Check perishable supplies and dispose of spoilt stock.	3.1. Regularly checked perishable supplies for quality. 3.2. Inspected items for animal and pest damage and reported incidents of infestation. 3.3. Identified deficiencies, and reported findings or disposed of any non-usable supplies within scope of own responsibility. 3.4. Safely disposed of spoilt stock and waste to minimise negative environmental impacts.

#### Range Statement

Tools, equipment and material used in this unit may include:

Temperature checks may relate to:

- cold or chilled foods
- frozen foods
- ingredients
- raw foods
- reheated foods or ingredients.

Deficiencies may include:

- contaminated food
- food that is intended to be:
  - frozen but has thawed
  - chilled but has reached a dangerous temperature zone
  - packaged food that is exposed through damaged packaging

To reject supply may involve:

- rejecting supply immediately on delivery by supplier
- rejecting supply of goods delivered under concession and not formally received
- quarantining contaminated food from other food until the rejection is finalized
- returning food to the supplier

- disposing of contaminated food with consent of the supplier.

Environmental conditions may involve:

- correct application of humidity and temperature controls
- correct ventilation

protecting perishables from exposure to:

- heating or air conditioning
- accidental damage through people traffic
- environmental heat and light
- sanitary cleanliness

storing perishables:

- in dry stores
- in cool rooms
- in freezers
- in refrigerators
- sanitised and hygienic conditions
- at room temperature.

Supplies include:

- beverages
- dairy products
- canned products
- dry goods
- food
- frozen goods
- fruit
- meat
- oils
- poultry
- seafood
- stock on hand
- vacuumed sealed items
- vegetables.



Quality may include:

- currency of best by or use by dates
- freshness
- size
- weight.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual date coding perishable supplies and storing them in appropriate environmental conditions
- evaluation of temperature records completed by the individual
- problem solving exercise to assess the individual s ability to identify a range of spoilt and contaminated food items
- written or oral questioning to assess knowledge of correct environmental storage conditions, food safety procedures and standards and indicators of spoilage and contamination
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### **Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- maintain the quality of a diverse range of perishable supplies for commercial cookery or catering operations including these main food groups:
- beverages
- dairy products
- canned products
- dry goods
- frozen goods

- fruit
- meat
- oils
- poultry
- seafood
- vacuumed sealed items
- vegetables

integrate knowledge of:

- correct environmental storage conditions for the main food types
- food safety procedures and standards for storage of perishable supplies
- indicators of spoilage and contamination of perishable supplies
- integrate checks on perishable supplies with other duties and within commercial time constraints.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• contents of stock date codes and rotation labels</li> <li>• reasons for protecting food from contamination</li> <li>• different types of contamination:                             <ul style="list-style-type: none"> <li>➤ microbiological</li> <li>➤ chemical</li> <li>➤ physical</li> </ul> </li> <li>• methods of rejecting contaminated food</li> <li>• correct environmental storage conditions for the main food types used in a commercial kitchen:                             <ul style="list-style-type: none"> <li>➤ beverages</li> <li>➤ dairy products</li> <li>➤ canned products</li> <li>➤ dry goods</li> <li>➤ food</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• communication skills to make simple verbal reports on the disposal of perished supplies</li> <li>• literacy skills</li> <li>• numeracy skills to use a thermometer correctly to measure temperatures</li> <li>• planning and organising skills to regularly check and adjust the environmental conditions of storage areas</li> <li>• problem-solving skills to evaluate quality of stored supplies and adjust their storage conditions to ensure a quality product</li> <li>• teamwork skills to report incidents of spoilage to supervisors</li> <li>• technology skills to use thermometers and adjust temperature and humidity controls on storage equipment</li> </ul>

<ul style="list-style-type: none"><li>➤ frozen goods</li><li>➤ fruit</li><li>➤ meat</li><li>➤ oils</li><li>➤ seafood</li><li>➤ vacuumed sealed items</li><li>➤ vegetables</li><li>● food safety procedures and standards for storage of perishable supplies</li><li>● temperature, humidity, light and ventilation specifications for storage</li><li>● cleaning and sanitising processes for food storage areas</li><li>● quarantining the storage of items that are likely to be the source of contamination of food, including chemicals, clothing and personal belongings</li><li>● indicators of spoilage and contamination of perishable supplies:</li><li>● degradation of flavor, aroma, color and texture</li><li>● drying and hardening</li><li>● crystallisation</li><li>● correct and environmentally sound disposal methods for kitchen waste and hazardous substances.</li></ul>	
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## Unit 25

<b>UNIT</b>	<b>Purchase goods</b>				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to determine the purchasing requirements for goods, source suppliers, discuss requirements, and assess the quality of goods before purchase.				
<b>CODE</b>	TOU02S2U09V2	<b>Level</b>	4	<b>Credit</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Determine purchasing requirements.	<p>1.1. Accessed and interpreted information and discussed and product requirements with relevant personnel to determine goods to be purchased.</p> <p>1.2. Checked and assessed quality and suitability of stock on hand before proceeding with new purchases.</p> <p>1.3. Maximised use of suitable stock on hand to avoid wastage.</p> <p>1.4. Used forecasting methods to calculate required quantity of goods.</p> <p>1.5. Determined price limitations for the purchase of goods using job costings.</p> <p>1.6. Developed purchase lists and priorities purchasing requirements according to organisational deadlines.</p>
2. Source suppliers and discuss requirements	<p>2.1. Sourced and reviewed potential suppliers and comply with organisational procedures for the supply of goods.</p> <p>2.2. Informed supplier of requirements and specifications.</p>

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	<p>2.3. Confirmed availability of supply to meet production requirements.</p> <p>2.4. Seek price for the supply and negotiated costs within scope of individual responsibility and organisational policy.</p> <p>2.5. Referred complex supply issues to a higher-level staff member for action.</p>
3. Assess quality of goods and make purchase	<p>3.1. Assessed supplier capacity to meet price, quality and delivery expectations.</p> <p>3.2. Completed assessment of quality of goods.</p> <p>3.3. Selected supplier and purchased goods based on price, availability and quality, and within scope of individual responsibility and organisational policy.</p> <p>3.4. Kept accurate purchase records.</p>

#### Range Statement

Tools, equipment and material used in this unit may include

Goods may include:

- dairy products
- dry goods
- fresh goods
- frozen goods
- fruit
- meat
- poultry
- seafood
- vegetables

non-alcoholic beverages:

- juice
- mixers
- soft drink
- tea and coffee

Quality and suitability of stock on hand may involve:

ability to meet customer requirements:

- numbers
- special dietary requirements
- special requests

ability to meet requirements of:

- event
- menu
- recipe

Suppliers may include:

- any supplier who meets the production requirements of the end product
- contracted suppliers
- existing suppliers
- food markets
- new suppliers
- preferred suppliers
- retailers
- suppliers who meet quality and price specifications

Organisational procedures for the supply of goods may involve:

- completing purchase orders
- gaining authority to purchase
- limitations on which suppliers can be used
- who is authorized to negotiate and purchase

Specifications may include:

- budget
- color
- deadlines for supply
- delivery or pick up requirements
- detailed description
- expected supply cost
- fresh or frozen food

- general description
- numbers to be purchased
- product name
- quality
- required labelling
- size
- special instructions or requirements
- storage procedures
- upper purchase price barrier
- use for product

Assessment may involve:

- comparing price with previous supply costs
- visual assessment
- taste test
- checking on another customers satisfaction with the supplier.

Purchase goods may involve:

- placing an order for future delivery
- purchasing goods face-to-face and taking immediate delivery.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual
- discussing purchase requirements with supervisors and managers
- negotiating the quality and cost of items with suppliers
- projects and activities that allow assessment of the individual s ability to:
- assess the quality of goods on offer
- determine purchase requirements for particular business operation
- purchase goods to meet deadlines
- review of documents prepared by the individual:
- product specifications
- purchase lists

- use of problem-solving activities so the individual can suggest methods for resolving costly or substandard quality of supply
- written or oral questioning to assess knowledge of contractual arrangements, preferred supplier arrangements and stock ordering procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)

It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- interpret and confirm purchasing requirements and purchase a diverse range of goods to meet different end product requirements
- assesses supplier capacity to meet price, quality and delivery expectations
- integrate into purchasing activities, knowledge of stock ordering procedures and documents
- complete purchasing activities according to organisational deadlines.

**UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• features of products sold and the expected level of quality</li><li>• formats for and contents of workplace documents that describe supply requirements</li><li>• forecasting methods for calculating required quantity of goods</li><li>• sources of product and supplier information</li></ul>	<ul style="list-style-type: none"><li>• communication skills to discuss product and purchase requirements with supervisors and managers</li><li>• critical thinking skills to assesses the quality of goods on offer by the supplier</li><li>• initiative and enterprise skills to purchase from the most cost-effective supplier</li><li>• literacy skills to read and interpret operational documents which describe the purchasing requirements e.g. recipes,</li></ul>



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<ul style="list-style-type: none"><li>• sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements</li><li>• formats for and inclusions of supplier specifications for the purchase of goods</li><li>• full content of stock ordering procedures and documents</li><li>• individual stock ordering responsibilities.</li></ul>	<p>menus, itineraries, event running sheets, and organisational procedures</p> <ul style="list-style-type: none"><li>• numeracy skills to interpret job costings and calculate supplier costs</li><li>• planning and organising skills to prioritise purchasing requirements according to organisational deadlines</li><li>• problem-solving skills to identify deficiencies in current stock on hand and purchase new stock</li></ul> <p>supplier quality and choose a more appropriate supplier</p> <ul style="list-style-type: none"><li>• teamwork skills to discuss production requirements with supervisors and managers to determine purchase requirements</li><li>• technology skills to use a calculator to assist with supply numbers and costs.</li></ul>
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Unit 26

<b>UNIT</b>	<b>Control stock</b>				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stock takes and maintain all documents that relate to the administration of any type of stock.				
<b>CODE</b>	TOU02S2U10V2	<b>Level</b>	4	<b>Credit</b>	12

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Maintain stock levels and records	<p>1.1. Used stock control systems and equipment to administer all stock control and ordering processes.</p> <p>1.2. Monitored and maintained stock levels to meet organisational requirements.</p> <p>1.3. Monitored stock security and adjusted procedures as required.</p> <p>1.4. Informed colleagues of their individual stock ordering responsibilities.</p> <p>1.5. Maintained records of stock levels and create reports according to organisational procedures.</p> <p>1.6. Monitored stock performance, and identified and reported fast or slow-selling items.</p> <p>1.7. Monitored and adjusted stock reorder cycles.</p>
2. Process stock orders.	<p>2.1. Processed orders for stock according to organisational procedures.</p> <p>2.2. Maintained stock levels and record current accurate details.</p> <p>2.3. Check and recorded incoming stock against purchase and supply agreements.</p>

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3. Minimise stock losses.	3.1. Regularly checked storage of stock and ensure its protection. 3.2. Identified, recorded and reported stock losses. 3.3. Identified avoidable losses and established reasons for them. 3.4. Recommended solutions and implemented procedures to prevent future losses.
4. Follow-up orders.	4.1. Monitored delivery of stock to ensure agreed deadlines are met. 4.2. Liaised with suppliers to ensure continuity of supply. 4.3. Resolved routine supply problems or refer to appropriate person for action. 4.4. Distributed stock within the organization according to required allocations.
5. Organise and administer stock takes.	5.1. Organized stock-takes at appropriate intervals. 5.2. Allocated stock taking responsibilities to staff and supervise the operation of the stock-take. 5.3. Produced accurate stock- take reports within designated timelines.

**Range Statement**

Tools, equipment and material used in this unit may include

Stock may include:

food:

- dairy products
- dry goods
- frozen goods
- fruit
- meat
- poultry
- seafood
- vegetables

non-alcoholic beverages:

- mixers
- juice
- soft drink
- tea coffee

Process orders may involve:

any method of ordering:

- electronic
- email
- on-line
- telephone
- face-to-face

## **ASSESSMENT GUIDE**

### **Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual:
- resolving stock delivery issues with suppliers
- supervising the operation of a stock take
- projects and activities that allow assessment of the individual's ability to:
- process stock orders
- monitor and maintain stock levels over a stock life-cycle period which includes a stock take
- review of reports prepared by the individual:
- stock level
- stock performance
- stock loss
- use of problem-solving activities so the individual can suggest methods for minimizing stock losses
- written or oral questioning to assess knowledge of the principles of stock control, procedures for stock management and stock takes
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

**Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- order, control and administer continuous and efficient supply of a diverse range of stock
- monitor and maintain stock levels over a stock life-cycle period which includes a stock take
- produce and distribute multiple and diverse stock control reports
- complete stock takes
- integrate, into daily work activities, knowledge of stock control procedures
- complete stock order and reporting activities within commercial time constraints.

**UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• principles of stock control, rotation and replenishment</li><li>• product life cycle and maximizing the use of all stock</li><li>• checking for slow moving items</li><li>• segregation of non-food items from food items that have potential to cross-contaminate</li><li>• electronic equipment used for stock control; their functions and features</li><li>• types of storage and their suitability for different kinds of stock</li><li>• methods to monitor and maintain stock levels</li><li>• relevant stock, including product life and storage requirements for specific goods</li></ul>	<ul style="list-style-type: none"><li>• communication skills to liaise with suppliers about deliveries and discrepancies<ul style="list-style-type: none"><li>• critical thinking skills to analyses stock performance, and identify fast or slow-selling items</li></ul></li><li>• literacy skills to read and interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational procedures</li><li>• numeracy skills to calculate supplier costs and complex order costs, reconcile incoming stock and invoices against purchase orders, calculate complex details of stock on hand and stock losses and produce complex numerically based reports</li></ul>

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<ul style="list-style-type: none"><li>• departmental or individual stock ordering responsibilities</li><li>• full content of stock control and security procedures</li><li>• sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements</li><li>• full content of stock ordering procedures and documents</li><li>• stock reorder cycles</li><li>• stock level reports</li><li>• stock performance reports</li><li>• stock loss reports</li><li>• full content of stock take procedures, documents and reports</li><li>• reasons for stock loss and damage and methods to control these.</li></ul>	<ul style="list-style-type: none"><li>• planning and organising skills to efficiently order and maintain stock so that stock levels meet organisational requirements</li><li>• problem-solving skills to identify reasons for stock losses, recommend solutions and implement procedures to prevent future losses</li><li>• teamwork skills to direct staff on ordering responsibilities and supervise staff participation in stock takes</li><li>• technology skills to use computer and keyboard</li></ul>
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Unit 27

<b>UNIT</b>	<b>Monitor work operations</b>				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work. It requires the ability to communicate effectively with team members, plan and organise operational functions, and solve problems				
<b>CODE</b>	TOU02S2U11V2	<b>Level</b>	4	<b>Credit</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Monitor and improve workplace operations.	<p>1.1. Monitored efficiency and service levels through close contact with day-to-day operations.</p> <p>1.2. Ensured workplace operations support overall organisational goals and quality assurance initiatives.</p> <p>1.3. Identified quality problems and issues and make appropriate adjustments to procedures and systems, with relevant approvals.</p> <p>1.4. Proactively consulted with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations.</p> <p>1.5. Provided feedback to colleagues and management to inform future planning.</p> <p>1.6. Identified and took opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation.</p> <p>1.7. Assessed and responded to opportunities to improve sustainability of day-to-day operations.</p>
2. Plan and organise workflow.	<p>2.1. Assessed current workloads, and scheduled work to maximise efficiency and customer service quality within budget constraints.</p> <p>2.2. Delegated work according to principles of delegation.</p>

	<p>2.3. Assessed workflow and progress against agreed objectives and timelines.</p> <p>2.4. Assisted colleagues in prioritizing workload through supportive feedback and coaching.</p> <p>2.5. Provided timely input to appropriate management regarding staffing needs.</p>
<p>3. Monitor and support team members.</p>	<p>3.1. Monitored team and individual performance against agreed goals and objectives.</p> <p>3.2. Proactively shared information, knowledge and experiences with team members.</p> <p>3.3. Challenged and tested ideas within the team in a positive and collaborative way.</p> <p>3.4. Provided feedback, coaching and support to team members.</p> <p>3.5. Completed and submitted organization records as required.</p>
<p>3. Solve problems and make decisions.</p>	<p>4.1. Identified and analyzed workplace problems from an operational and customer service perspective.</p> <p>4.2. Initiated short-term actions to resolve immediate problems where appropriate.</p> <p>4.3. Analyzed problems for long-term impact, and assess and action potential solutions in consultation with relevant colleagues.</p> <p>4.4. Where a team member raises a problem, encouraged individual participation in solving it.</p> <p>4.5. Took follow-up action to monitor effectiveness of solutions.</p>



### **Range Statement**

Tools, equipment and material used in this unit may include

Procedures and systems may relate to:

- administration
- health and safety
- service standards
- technology
- work practices.

Sustainability may be:

- economic:
- business profitability

environmental:

- conservation of resources
- handling of waste

social:

- cultural diversity
- ethical practices.

Principles of delegation may relate to:

- clear communication of what is required
- gaining commitment
- no undue interference
- regular reporting
- selecting the right person.

Workplace records may include:

- regular performance reports
- staff records.

Workplace problems may include:

- delays and time difficulties
- difficult customer service situations
- equipment breakdown or technical failure

- failure to deliver promised service to customers
- inadequate financial resources
- inadequate staffing
- poor rostering
- poor staff performance
- procedural inadequacies or failures
- unrealistic or impractical product development or marketing resulting in operational difficulties.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a team-based project or work activity conducted by the individual, including reporting on that activity
- use of case studies and problem-solving exercises to assess ability to develop approaches to different workplace situations and problems
- written or oral questioning to assess knowledge of management principles, management roles and responsibilities and legal issues affecting operational management
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### **Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- plan and organise workflow for a team operation
- monitor and respond to a range of team based operational and service issues over a period of time
- demonstrate knowledge of work structures plus frontline management roles and responsibilities in the relevant industry sector
- demonstrate knowledge of quality assurance, workflow planning and delegation techniques in a frontline management context.

**UNDERPINNING KNOWLEDGE AND SKILLS**

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• work organisation and work planning methods appropriate to the industry sector</li> <li>• leadership and management roles in the relevant industry sector</li> <li>• operational functions in the relevant industry sector</li> <li>• concepts of quality assurance and how it may be managed and implemented in the workplace</li> <li>• sustainability considerations for frontline operational management, including:                             <ul style="list-style-type: none"> <li>• relationship between operational efficiency and financial sustainability</li> <li>• ways of minimising waste in the relevant work context</li> <li>• social responsibilities of the operation</li> <li>• time management principles and their application to leaders and managers for planning own work and the work of others</li> <li>• principles of effective delegation</li> <li>• problem-solving and decision-making processes and techniques and their application to typical workplace issues</li> <li>• industrial or legislative issues that affect short-term work organisation appropriate to the industry sector, including:                                     <ul style="list-style-type: none"> <li>• relationship of relevant industrial awards to hours and conditions of work</li> <li>• ensuring systems and procedures meet work health and safety requirements.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• communication and leadership skills to delegate work within a team</li> <li>• critical thinking skills to evaluate internal and external business information</li> <li>• literacy skills</li> <li>• numeracy skills to develop schedules and timelines for team activities</li> <li>• planning and organising skills to coordinate multiple and potentially competing operational priorities</li> <li>• problem-solving skills to anticipate and respond to a wide range of unpredictable operational problems and situations at a frontline management level.</li> </ul>

Unit 28

<b>UNIT</b>	<b>Provide work skill instruction</b>				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasizes the training as being driven by the work process and context.				
<b>CODE</b>	TOU02S2U12V2	<b>Level</b>	4	<b>Credit</b>	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Organise instruction and demonstration	1.1. Gathered information about learner characteristics and learning needs 1.2. Confirmed a safe learning environment 1.3. Gathered and checked instruction and demonstration objectives and seek assistance if required 1.4. Accessed and reviewed relevant learning resources and learning materials for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notified learners of details regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Used interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Followed the learning program and/or delivery plan to cover all learning objectives 2.3. Used delivery techniques to structure, pace and enhance learning 2.4. Applied coaching techniques to assist learning

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	<p>2.5. Used communication skills to provide information, instruct learners and demonstrate relevant work skills</p> <p>2.6. Provided opportunities for practice during instruction and through work activities</p> <p>2.7. Provided and discussed feedback on learner performance to support learning</p>
3. Check training performance	<p>3.1. Used measures to ensure learners are acquiring and can use new technical and generic skills and knowledge</p> <p>3.2. Monitored learner progress and outcomes in consultation with learner</p> <p>3.3. Reviewed relationship between the trainer/coach and the learner and adjust to suit learner needs</p>
4. Review personal training performance and finalise documentation	<p>4.1. Reflected upon personal performance in providing instruction and demonstration, and document strategies for improvement</p> <p>4.2. Maintained, stored and secured learner records according to organisational and legal requirements</p>

**Range Statement**

Tools, equipment and material used in this unit may include

Learner characteristics may include:

- language, literacy and numeracy levels
- learning styles
- past learning and work experiences
- specific needs
- workplace culture.

Safe learning environment may include:

- exit requirements
- personal protective equipment
- safe access
- safe use of equipment.

Instruction and demonstration objectives may include:

- competencies to be achieved
- generic and technical skills, which may be:
- provided by the organisation
- developed by a colleague
- individual or group objectives
- learning outcomes.

Learning resources may include:

- any material used to support learning, such as:
- learner and user guides
- trainer and facilitator guides
- example training programs
- specific case studies
- professional development materials
- assessment materials
- a variety of formats
- those produced locally
- those acquired from other sources.

Learning materials may include:

- handouts for learners
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.

Details may include:

- location and time
- outcomes of instruction or demonstration
- reason for instruction or demonstration
- who will be attending instruction session.

Delivery techniques may include:

- coaching
- demonstration
- explanation
- group or pair work
- providing opportunities to practice skills and solve problems
- questions and answers.

Coaching may include:

- learning arrangements requiring immediate interaction and feedback
- on-the-job instruction and 'buddy' systems
- relationships targeting enhanced performance
- short-term learning arrangements
- working on a one-to-one basis.

Measures **may** include:

- informal review or discussion
- learner survey
- on-the-job observation
- review of peer coaching arrangements.

**ASSESSMENT GUIDE**

**Forms of assessment**

- on-the-job observation
- review of peer coaching arrangements

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

**Critical aspects (for assessment)**

It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
- different learning objectives
- a range of techniques and effective communication skills appropriate to the audience.

**UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• learner characteristics and needs</li><li>• content and requirements of the relevant learning program and/or delivery plan</li><li>• sources and availability of relevant learning resources and learning materials</li><li>• content of learning resources and learning materials</li><li>• training techniques that enhance learning and when to use them</li><li>• introductory knowledge of learning principles and learning styles</li><li>• relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures</li><li>• risk controls for the specific learning environment</li></ul>	<ul style="list-style-type: none"><li>• time-management, skills to ensure all learning objectives are covered</li><li>• reflection skills in order to identify areas for improvement</li><li>• literacy skills to complete and maintain documentation</li><li>• technology skills to operate audio-visual and technical equipment</li><li>• interpersonal skills to engage, motivate and connect with learners</li><li>• observation skills to monitor learner acquisition of new skills, knowledge and competency requirements</li></ul>



**Unit 29**

<b>UNIT TITLE</b>	<b>Participate in environmentally sustainable work practices</b>				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.				
<b>CODE</b>	TOU02S2U13V2	Level	4	Credit	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify current resource use	1.1 Identified workplace environmental and resource efficiency issues 1.2 Identified resources used in own work role 1.3 Documented and measured current usage of resources using appropriate technique 1.4 Recorded and filed documentation measuring current usage, using technology (such as software systems) where applicable 1.5 Identified and reported workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Followed workplace procedures to ensure compliance 2.2 Reported breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Followed organisational plans to improve environmental practices and resource efficiency 3.2 Worked as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Made suggestions for improvements to workplace practices in own work area

**Range Statement**

Environmental and resource efficiency issues may include:

- maximising opportunities to improve business environmental performance
- minimising environmental risks
- promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system
- using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage

Appropriate techniques may include:

- examining and documenting resources in work area
- examining invoices from suppliers
- examining relevant information and data
- measuring resource usage under different conditions
- reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:

- meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required:
- international
- local government
- industry
- organisation

Organisational plans may include:

- documented policies and procedures
- work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework

Suggestions may include ideas that help to:

- improve energy efficiency
- increase use of renewable, recyclable, reusable and recoverable resources
- maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate
- prevent and minimise risks

## **ASSESSMENT GUIDE**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques over time and in a range of situations
- analysis of responses to case studies and scenarios
- review of documentation measuring current resource usage
- review of identified and reported workplace environmental hazards.

### ***Assessment context***

Assessment of this unit must be completed on the job or in a simulated work environment.

### ***Critical aspects***

Evidence of the following is essential:

- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.

**UNDERPINNING KNOWLEDGE AND SKILLS**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• environmental and resource hazards/risks</li> <li>• environmental or sustainability legislation, regulations and codes of practice applicable to own work role</li> <li>• OHS issues and requirements</li> <li>• organisational structure, and reporting channels and procedures</li> <li>• relevant environmental and resource efficiency systems and procedures</li> <li>• sustainability in the workplace</li> <li>• terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• analytical skills to comply with all relevant legislation associated with job specifications and procedures</li> <li>• communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency</li> <li>• communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation</li> <li>• literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use</li> <li>• technology skills to select and use technology appropriate for a task.</li> </ul>

<b>UNIT TITLE</b>	<b>Manage diversity in the workplace</b>				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to manage diversity in the workplace. It covers implementing the organization's policy on diversity, fostering diversity within the work team, and promoting the benefits of a diverse workplace.				
<b>CODE</b>	TOU02S2U14V2	Level	4	Credit	7

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Implement diversity policy	1.1 Located and reviewed diversity policy 1.2 Determined its application to the specific work context 1.3 Instituted actions to ensure that the diversity policy is understood and implemented by relevant parties 1.4 Provided feedback and suggestions for improvement to ensure currency and efficacy of diversity policy
2. Foster respect for diversity in the work team	2.1 Addressed own prejudices and demonstrate respect for difference in personal interactions 2.2 Aimed for diversity in selecting and recruiting staff 2.3 Identified and addressed training needs to address issues of difference in the team 2.4 Managed tensions and encourage collaboration and respect between staff who struggle to work effectively with difference 2.5 Assisted staff to see that working effectively with difference is a strength that can improve the products, services and customer relations 2.6 Managed allegations of harassment and addressed complaints according to established organisational procedures
3. Promote the benefits of diversity	3.1 Promoted the workforce diversity in internal and external forums to enhance the image and reputation 3.2 Captured ideas and information from the diversity in the workforce to enhance products and services and contribute to competitive advantage 3.3 Supported organisational efforts to value diversity

## **Range Statement**

- Diversity may relate to:

any form of difference, such as:

- ability, aptitude and disability
  - age
  - culture
  - ethnicity
  - gender
  - language
  - marital status or family arrangements
  - nationality
  - personality
  - race
  - religion
  - sexuality
- Actions may include:
    - displaying policy on noticeboards and other public areas
    - distributing copies of policy to staff
    - explaining policy to staff at meetings or other forums
    - reinforcing key messages from policy in supervisory discussions, performance appraisals or other interactions.
  - Training needs may involve:
    - cultural competency training
    - culturally-specific training
    - diversity training
    - equal opportunity training
    - ethics training
    - grievance management training
    - human rights training
    - recruitment and selection training
    - workplace bullying, discrimination or harassment training.
  - Complaints may include:
    - informal complaints that are managed within the workplace.

- Internal and external forums may include:
  - business meetings
  - conferences and seminars
  - newsletters and bulletins
  - professional networks
  - staff meetings
  - staff updates.

## **ASSESSMENT GUIDE**

The following assessment methods are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques in performance management
- observation of presentations around protocols for handling complaints and bullying or harassment
- review of strategies developed to ensure that diversity is understood and respected in the work team
- oral or written questioning to assess knowledge of human rights and relevant legislative requirements.

### ***Assessment context***

Assessment of this unit must be completed on the job or in a simulated work environment.

### ***Critical aspects***

Evidence of the following is essential:

- promotion of strategies to ensure that diversity is understood and respected in the work team
- demonstration of compliance with protocols for handling complaints of bullying or harassment.

**UNDERPINNING KNOWLEDGE AND SKILLS**

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<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• formal and informal complaints procedures</li></ul>	<ul style="list-style-type: none"><li>• analytical skills to determine how to make intelligent applications of policy in the work context</li><li>• communication skills to explain and promote the benefits of diversity and relate to people from a range of backgrounds</li><li>• learning skills to assist people within the organisation to understand the diversity policy, using different methods to cater for differences in learning styles</li><li>• self-management, learning and development skills to reflect on and review own prejudices</li></ul>



**Unit 31**

<b>UNIT TITLE</b>	<b>Practice career professionalism</b>				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.				
<b>CODE</b>	TOU02S2U15V2	Level	4	Credit	9

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures
3. Maintain professional growth and development	3.1 Trainings and career opportunities are identified and availed based on job requirements 3.2 Recognitions are received and demonstrated as proof of career advancement 3.3 Licenses and/or certifications relevant to job and career are obtained and renewed

### **Range Statement**

Evaluation:

- Performance Appraisal
- Psychological Profile
- Aptitude Tests

Resources:

- Human
- Financial
- Technology
  - Hardware
  - Software

Trainings and career opportunities:

- Participation in training programs
  - Technical
  - Supervisory
  - Managerial
  - Continuing Education
- Serving as Resource Persons in conferences and workshops

Recognitions:

- Recommendations
- Citations
- Certificate of Appreciations
- Commendations
- Awards
- Tangible and Intangible Rewards

Licenses and/or certifications:

- National Certificates
- Certificate of Competency
- Support Level Licenses
- Professional Licenses

## ASSESSMENT GUIDE

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- Portfolio Assessment
- Interview
- Simulation/Role-plays
- Observation
- Third Party Reports
- Exams and Tests

### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment.

### *Critical aspects*

Evidence of the ability to:

- Attained job targets within key result areas (KRAs)
- Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation
- Completed trainings and career opportunities which are based on the requirements of the industries
- Acquired and maintained licenses and/or certifications according to the requirement of the qualification

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Work values and ethics (Code of Conduct, Code of Ethics, etc.)</li><li>• Company policies</li><li>• Company-operations, procedures and standards</li><li>• Fundamental rights at work including gender sensitivity</li><li>• Personal hygiene practices</li></ul>	<ul style="list-style-type: none"><li>• Appropriate practice of personal hygiene</li><li>• Intra and Interpersonal skills</li><li>• Communication skills</li></ul>