



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Commercial Food Preparation – Bakery Craft

Level 2

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Qualification Overview

NVQB

in

Commercial Food Preparation – Bakery Craft
Level 2

NVQB in Commercial Food Preparation – Bakery Craft Level 2

Qualification Overview

The NVQB in Food Preparation and Cookery – Bakery Craft Level 2 further develops the bakery skills gained from the NVQB Food Preparation and Cookery Level 2. Candidates will develop skills in making and decorating a variety of cakes, cookies, pastry and creating bread products.

Who is this qualification for?

This qualification is for persons who have a desire to learn new skills and are motivated and enthusiastic about working in the baking industry. On completing this course, candidates can progress onto the CVQ Level 3 in Commercial Food Preparation (Pastry Chef).

Where can it be used?

Candidates pursuing this qualification can use it to pursue careers in commercial or private bakeries or work within the hospitality and catering industry.

Jobs within the occupational area:

Persons can train to become:

- Pastry chefs
- Pastry bakers
- Pastry cooks

A010102 – APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

COMMERCIAL FOOD PREPARATION - BAKERY CRAFT LEVEL 2

To achieve the full award, candidates must complete all sixteen (16) mandatory units

<u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u>	<u>CODES</u>
1. Participate in workplace communication	U53802
1.1 Gather and convey workplace information	
1.2 Participate in workplace meetings and discussions	
1.3 Complete work-related documents	
2. Work in a culturally diverse environment	U31401
2.1 Communicate with individuals from diverse backgrounds	
2.2 Deal with cross cultural misunderstandings	
3. Practice health, safety, security and hygiene	U54902
3.1 Follow health, safety and security practices	
3.2 Deal with emergency situations	
3.3 Follow hygiene procedures	
3.4 Identify and prevent hygiene risks	
4. Deliver reliable customer service	U12902
4.1 Prepare to deal with your customers	
4.2 Give consistent service to customers	
4.3 Check customer service delivery	
5. Contribute to the protection of the environment	U68402
5.1 Work in an environmentally conscious way	
5.2 Contribute to continuous improvements in protecting the environment	
6. Provide basic first aid	U54570
6.1 Plan and prepare for basic first aid response	
6.2 Assess the situation	
6.3 Apply first aid	
6.4 Record and report the incident	
6.5 Clean up	

MANDATORY UNITS (ALL MUST BE COMPLETED)

CODES

7. Prepare and bake quick breads

UA38102

- 7.1 Prepare quick breads
- 7.2 Bake quick breads

8. Select and use weighing equipment

UA38202

- 8.1 Select weighing equipment
- 8.2 Weigh or measure dry and liquid ingredients
- 8.3 Maintain equipment

9. Assemble and finish products

UA38302

- 9.1 Prepare to finish products
- 9.2 Operate and monitor the icing, fillings and toppings preparation process
- 9.3 Assemble and finish products
- 9.4 Shut down and clean-up the process

10. Prepare and display bakery products

UA38402

- 10.1 Prepare bakery products
- 10.2 Place, arrange and maintain bakery product displays
- 10.3 Prepare, arrange and display price tickets and labels
- 10.4 Protect bakery products

11. Produce yeast-based products

UA38502

- 11.1 Prepare basic yeast-based products
- 11.2 Bake or fry yeast-based products
- 11.3 Clean and maintain equipment

12. Prepare and operate ovens

UA38602

- 12.1 Prepare oven
- 12.2 Start-up and set oven
- 12.3 Shut down and clean equipment

MANDATORY UNITS (ALL MUST BE COMPLETED)

CODES

13. Prepare, bake and decorate cakes, cookies and biscuits

UA38702

- 13.1 Prepare cakes, cookies and biscuit mixture
- 13.2 Bake cakes, cookies and biscuits
- 13.3 Decorate cakes, cookies and biscuits
- 13.4 Clean up

14. Operate the dough mixing process

UA38802

- 14.1 Prepare the dough mixing equipment and process for operation
- 14.2 Operate and monitor the dough mixing process
- 14.3 Shut down the process

15. Maintain and apply food safety procedures

UA38902

- 15.1 Maintain cleanliness of the work area and equipment
- 15.2 Comply with personal hygiene standards
- 15.3 Identify and eliminate sources of contamination, cross contamination and spoilage

16. Prepare and cook basic pastry dishes

U15202

- 16.1 Prepare basic pastry dishes
- 16.2 Cook basic pastry dishes

U53802**Participate in workplace communication**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Gather and convey workplace information | 1.1 Access relevant and up-to-date information from appropriate sources . |
| | 1.2 Use effective communication strategies to gather and convey information. |
| | 1.3 Use appropriate medium to transfer information and ideas. |
| | 1.4 Identify and follow lines of communication with management and colleagues. |
| | 1.5 Define procedures for the location and storage of information. |
| | 1.6 Record information according to organisational procedures. |
| 2. Participate in workplace meetings and discussions | 2.1 Make useful contributions in meetings and discussions. |
| | 2.2 Express opinions clearly in a courteous and respectful manner. |
| | 2.3 Confirm that discussions are appropriate to the purpose and proposed outcome of the meeting. |
| | 2.4 Interpret and implement meeting outcomes. |
| 3. Complete work related documents | 3.1 Select correct documentation and complete accurately and legibly according to organisational requirements. |
| | 3.2 Identify and correct errors on forms and documents. |

RANGE STATEMENT

All range statements must be assessed:

1. Appropriate sources:

- Team members
- Suppliers
- Trade personnel
- Public sector (government)
- Industry

2. Communication strategies:

- Questioning
- Listening
- Speaking
- Writing
- Non-verbal communication

3. Medium:

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

4. Storage:

- Manual filing system
- Electronic filing system

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational policies and procedures that relate to the communication of information.
2. How to locate, interpret and provide information in response to organisational requirements or customer requests.
3. What are appropriate sources of information.
4. What is effective communication.
5. What are the different modes of communication and how to use them.
6. What are the different communication strategies and how to use them.
7. How to communicate effectively with management, colleagues and clients to provide information and feedback.
8. How to participate in workplace meetings and discussions.
9. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.
10. How to express opinions in a clear and courteous manner.
11. How to use basic ICT resources (fax, telephone, computer).
12. What is the range of work related documentation and how this should be completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

U31401**Work in a culturally diverse environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes to work successfully in an environment with persons from diverse social and cultural backgrounds.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Communicate with individuals from diverse backgrounds | <ul style="list-style-type: none"> 1.1 Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity. 1.2 Communicate and cooperate effectively with individuals from different backgrounds in workplace activities. 1.3 Make efforts, where language barriers exist, to establish communication using gestures, simple words and other appropriate methods. 1.4 Take into account, different traditions and ways of communicating in responding to workplace situations. 1.5 Value and recognise as an asset, the ability of team members to speak a language other than English and/or their experience of living in other regions or cultures. |
| 2. Deal with cross cultural misunderstandings | <ul style="list-style-type: none"> 2.1 Identify issues which may cause conflict or misunderstandings in the workplace. 2.2 Address difficulties with the appropriate persons and seek assistance from team leaders or others where required. 2.3 Consider possible cultural differences where difficulties or misunderstandings occur. 2.4 Make efforts to resolve misunderstandings, taking cultural differences into account. 2.5 Refer issues and problems to the appropriate team leader/supervisor for follow up. |

RANGE STATEMENT

All range statements must be assessed:

1. Background and culture:

- Race/ethnic origin
- Language
- Special needs
- Family structure
- Gender
- Age
- Sexual preference

2. Cultural differences:

- Appropriate ways of greeting and parting
- Levels of formality
- Work ethics
- Family obligations
- Customs
- Social values
- Dress and grooming
- Non-verbal behaviour, understanding and interpretations
- Observance of special religious feasts or other celebratory days
- Product preferences

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles that underpin cultural awareness and relevance to individuals in the workplace.
2. What are the general characteristics of the different cultural groups encountered.
3. What are the cultures of other countries and people.
4. What are the relevant cultural protocols.
5. What are the principles and techniques for the resolution of cross-cultural communication difficulties.
6. What are the anti-discrimination legislation.
7. What are appropriate non-verbal techniques for cross cultural communication.
8. What are escalation procedures and how to use them.
9. What are the basic conflict resolution techniques.
10. What are the potential conflicts resulting from cultural differences.
11. What are the organisational policies and procedures.
12. How to deal with persons from a range of cultural backgrounds.
13. How to identify cultural differences.
14. How to resolve conflict.
15. How to communicate effectively with others from different cultures.
16. How to display sensitivity.
17. How to work with others.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

The ability to complete the following aspects must be observed:

- Identify and respond to the cultural context of a given workplace.
- Apply knowledge of different cultures and cultural characteristics appropriately in communication with individuals from a range of backgrounds.
- Deal with individuals from other cultures with sensitivity and respect.
- Use effective and culturally appropriate methods to overcome language barriers.
- Identify and address issues that may lead to misunderstandings.
- Take into account cultural differences when addressing conflicts and misunderstandings.
- Collaboratively establish a friendly working environment.
- Escalate and follow up on complex issues.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U54902**Practise health, safety, security and hygiene**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to coordinate health, safety and hygiene requirements to function effectively and efficiently. It details the outcomes required to comply with regulatory and organisational requirements for health, safety and hygiene including dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Follow health, safety and security practices | 1.1 Follow health, safety and security procedures in line with legislation, regulations and organisational procedures.
1.2 Identify and report obstacles to health, safety and security procedures.
1.3 Report suspicious behaviour or unusual occurrences in accordance with standard operating procedures. |
| 2. Deal with emergency situations | 2.1 Identify emergency and potential emergency situations.
2.2 Take appropriate action to deal with recognised emergency situations within the individual's scope of responsibility.
2.3 Seek assistance from colleagues to resolve or respond to emergency situations.
2.4 Report details of emergency situations according to industry requirements. |
| 3. Follow hygiene procedures | 3.1 Implement workplace hygiene procedures in a manner appropriate for the workplace.
3.2 Handle and store items with care according to industry requirements. |
| 4. Identify and prevent hygiene risks | 4.1 Identify potential hygiene risks . |

- 4.2 Take actions within the scope of your own authority to **minimise and/or remove risks**.
- 4.3 Report hygiene risks beyond own control to the appropriate person.

RANGE STATEMENT

All range statements must be assessed:

1. Health, safety and security procedures:

- Use of personal protective clothing and equipment
- Safe work techniques
- Safe handling of chemicals and dangerous materials
- Ergonomically sound workstations
- Emergency, fire and accident
- Hazard identification and control
- Security of documents, cash, equipment, people
- Key control systems

2. Obstacles:

- Loss of keys
- Strange or suspicious persons
- Broken or malfunctioning equipment
- Loss of property, goods or materials
- Damaged property
- Lack of suitable signage
- Lack of training on health and safety issues
- Unsafe work practices

3. Emergency:

- Personal/client injuries
- Fire
- Electrocutation
- Natural disasters
- Criminal acts

4. Hygiene procedures:

- Avoidance of cross-contamination
- Handling and disposal of linen and laundry
- Handling and disposal of garbage
- Cleaning and sanitising procedures
- Personal hygiene

5. Hygiene risks:

- Infectious linen
- Cross contamination
- Personal hygiene practices
- Poor work practices
- Cleaning
- Housekeeping
- Airborne dust

6. Minimise and/or remove risks:

- Auditing staff skills
- Provide training (attend training session)
- Organisational policies and procedures
- Follow up actions for audits or incidents

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the hygiene and control procedures in the industry.
2. What factors contribute to workplace hygiene problems.
3. How to handle linen, laundry and garbage to avoid cross contamination and infection.
4. When and how to apply hygiene principles.
5. How to communicate effectively on health, safety, security and hygiene matters.
6. What are the relevant workplace health, safety, emergency and security procedures.
7. How to correctly dispose of garbage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U12902**Deliver reliable customer service**

Unit Descriptor:

This unit is all about how you deliver consistent reliable service to customers as part of your job. As well as being good with people, you need to work with your organisation's service systems to meet and wherever possible, exceed customer expectations. In your job there will be many examples of how you combine your approach and behaviour with your organisation's systems to ensure that you:

- are prepared for each transaction
- deal with different types of customers under different circumstances
- check that what you have done has been effective.

When you have completed this unit you will have shown that you can deliver excellent customer service over and over again.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Prepare to deal with your customers. | 1.1 Keep your knowledge of products or services offered by your organisation up-to-date using information from your colleagues and organisational literature.

1.2 Ensure that any equipment you use is in good and safe working order.

1.3 Ensure that the area you work in is tidy and the space is used efficiently.

1.4 Prepare and arrange everything you need to deal with your customers before your shift or period of work commences. |
| 2. Give consistent service to customers | 2.1 Make realistic commitments to your customers regarding products or services during service delivery.

2.2 Make extra efforts to keep your commitments to your customers .

2.3 Inform your customers when you cannot keep your commitments due to unforeseen developments. |

- 2.4 Recognise when your **customer's** needs or expectations have changed and adjust your **service** to meet their new requirements.
 - 2.5 Pass your **customers** on to the relevant person or organisation if you are unable to deal with their needs and expectations and keep your **customers** advised about what is happening.
3. Check customer service delivery
- 3.1 Check that the **service** you have given meets your **customers'** needs and expectations.
 - 3.2 **Identify** where you could have given a better **service** to your **customers** and how your **service** could have been improved.
 - 3.3 Share relevant information with others to maintain your organisation's standards for **service** delivery.

RANGE STATEMENT

All range statements must be assessed:

1. Prepare and arrange:

- Tools and equipment
- Consumables (wrapping papers, bags etc.)
- Documentation

2. Customers:

- With clearly stated needs
- Who are not clear about their needs and expectations
- Who are unhappy with the level of service being provided

3. Service:

- During busy periods
- During quiet periods
- At times when people, systems or services have let you down
- When working with colleagues

4. Identify:

- By inviting feedback from colleagues and managers on your performance
- By asking customers for feedback directly
- By examining written customer feedback

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are your customer's rights.
2. What are the specific aspects of:
 - a. health and safety
 - b. data protection
 - c. equal opportunity
 - d. disability discrimination, legislation and regulations that affect the way the products and services you deal with can be delivered to your customers
3. What are the industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers.
4. What are the contractual agreements, if any, customers have with your organisation.
5. What are the products or services of your organisation relevant to your customer service role.
6. What are the guidelines laid down by your organisation that limit what you can do within your job role.
7. What are the limits of your own authority and when do you need to seek agreement with or permission from others.
8. What are the organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met.
9. What are the organisational procedures and systems for delivering customer service.
10. What are the methods that your organisation uses or might use to measure its effectiveness in delivering customer service.
11. What are the systems in place for checking service delivery.
12. How would you communicate in a clear, polite confident way and why this is important.
13. How to deal with persons with diverse backgrounds and abilities (e.g. age, cultural, social and religious backgrounds).

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

You must prove that you:

- a) consistently follow the steps of preparing, delivering and checking customer service
- b) have worked with different customers who have different needs and expectations.

As well as providing routine delivery of customer service, you need to include evidence which relates to:

- a) busy periods
- b) quiet periods
- c) times when people, systems or resources have let you down
- d) working with colleagues

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation is not allowed.

U68402**Contribute to the protection of the environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimise any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organisational procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Work in an environmentally conscious way | <ul style="list-style-type: none"> 1.1 Perform duties in accordance with relevant policies and legislation. 1.2 Execute duties in a manner which minimises environmental damage. 1.3 Operate and handle equipment and materials in a manner that minimises environmental damage. |
| 2. Contribute to continuous improvements in protecting the environment | <ul style="list-style-type: none"> 2.1 Identify instances of likely or actual environmental damage and take appropriate action. 2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons. 2.3 Dispose of hazardous and non-hazardous waste safely according to approved legislative procedures and practices. 2.4 Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage. |

RANGE STATEMENT

All range statements must be assessed:

1. Relevant policies and legislation:

- Organisational policies
- Health and safety at work
- Environmental legislation
- Solid waste management policies
- Recycling policies

2. Manner which minimises environmental damage:

- Using recycled/reused items and materials where appropriate
- Disposing of polluting substances safely
- Reducing the volume of waste
- Using biodegradable and eco-friendly chemicals
- Planning tasks to reduce the use of fuel and electricity

3. Equipment and materials

- Hand tools
- Power tools
- Personal protective equipment
- Cleaning chemicals
- Soaps and sanitisers
- Paper towels
- Garbage disposal bags
- Cloths and towels
- Containers
- Access equipment

4. Hazardous waste:

- Oils
- Chemicals and solutions
- Harmful materials (asbestos, fibre glass)
- Electronic equipment
- Organic hazards (pest excrement, pest carcasses)

5. Non-hazardous waste:

- Food
- Plant matter
- Paper

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognise any likely or actual environmental damage.
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U54570**Provide basic first aid**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide basic first aid responses, until the arrival of medical assistance.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Plan and prepare for basic first aid response | <ul style="list-style-type: none"> 1.1 Interpret the work activity and first aid documentation to ensure accuracy of preparation of the response. 1.2 Identify potential risks, hazards and environmental issues and address these through control measures. 1.3 Select and correctly wear personal protective equipment appropriate for the response. 1.4 Identify, select and maintain communication systems to be used during the response. 1.5 Coordinate activities with others prior to, during and on completion of the response. 1.6 Record, report and replenish first aid resources. |
| 2. Assess the situation | <ul style="list-style-type: none"> 2.1 Identify risks and hazards. 2.2 Minimise immediate risks and implement control measures. 2.3 Assess the casualty's vital signs and physical conditions within the scope of the individual providing the initial response. |
| 3. Apply first aid | <ul style="list-style-type: none"> 3.1 Provide first aid management within the scope of the individual and according to industry requirements. 3.2 Reassure the casualty in a calm and sensitive manner and ensure that they are made comfortable. |

- 3.3 Obtain and use first aid **resources and equipment** correctly as required to control hazards and **risks** and attend to the casualty.
 - 3.4 Monitor the casualty's condition and provide a timely, accurate response in accordance with effective first aid principles and organisational procedures.
 - 3.5 Seek appropriate **emergency services** in a timely manner.
 - 3.6 Finalise casualty management.
- 4. Record and report the incident
 - 4.1 Convey details of the casualty's condition and management activities to relevant emergency services while maintaining sensitivity to the casualty and surroundings.
 - 4.2 Prepare and submit relevant documentation in an appropriate and timely manner, presenting all relevant facts according to established industry guidelines.
 - 4.3 Use, record and accurately report on **first aid resources**.
- 5. Clean up
 - 5.1 Recover **first aid equipment**, if practical; clean inspect/test, replace (if necessary) and store correctly.
 - 5.2 Report **equipment** faults to the appropriate persons.
 - 5.3 Dispose of medical waste in accordance with industry requirements.
 - 5.4 Conduct appropriate debriefing or evaluation.

RANGE STATEMENT

All range statements must be assessed:

1. Risks:

- Electrical
- Manual
- Substances
- Environmental
- Biological
- Injury
- Proximity
- Vehicles

2. Resources and equipment:

- Defibrillation units
- First Aid kit
- Auto-injector
- Ventilation chamber/inhaler
- Resuscitation mask
- Spacer device
- Personal protective equipment
- Stretcher
- Communication equipment

3. First aid:

- Cardio-pulmonary resuscitation (CPR)
- Bleeding control
- Basic patient management
- Stabilizing fractures
- Heimlich maneuver

4. Emergency services:

- Ambulance
- Fire
- Police

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the social/legal issues surrounding the provision of first aid.
2. How to plan an appropriate first aid response and casualty management.
3. When and how to use defibrillation units.
4. What are the basic occupational and health and safety requirements.
5. What are the basic principles and concepts underlying the practice of first aid and how to carry out the associated functions.
6. How and when to call emergency services.
7. How to use communication, information technology and literacy skills to function in an emergency environment.
8. How to prepare appropriate documentation.
9. How to clean up and dispose of waste, including hazardous waste.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, underpinning knowledge and range **on more than one occasion**. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Written/oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38102 Prepare and bake quick breads

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to effectively prepare and bake quick breads. It includes knowledge of safe working practices, ensuring quality products and operating within organisational procedures.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Prepare quick breads
 - 1.1 Confirm that the preparation areas, **tools** and suitable **equipment** satisfy health and safety requirements and are ready for use.
 - 1.2 Check that **quick bread ingredients** are of the type, **quality** and quantity required.
 - 1.3 Identify and report any **problems** with the **quality** of ingredients promptly to the appropriate person.
 - 1.4 Prepare **quick breads** using appropriate basic **preparation methods**.
 - 1.5 Store prepared **quick breads** not for immediate consumption correctly according to organisational procedures.
 - 1.6 Clean preparation areas and **equipment** correctly after use according to health and safety requirements.
 - 1.7 Handle and dispose of waste correctly according to organisational, industry and environmental standards. .
 - 1.8 Deal with unexpected situations and inform the appropriate person(s) where necessary according to organisational procedures.
 - 1.9 Prioritise and carry out work in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

2. Bake quick breads
 - 2.1 Confirm that baking areas and **equipment** satisfy health and safety requirements and are ready for use.
 - 2.2 Cook quick bread using appropriate **cooking methods** to meet **quality** requirements.
 - 2.3 Store quick bread not for immediate consumption correctly according to organisational procedures.
 - 2.4 Clean preparation and cooking area and **equipment** correctly after use according to health and hygiene standards.
 - 2.5 Identify and report any **problems** with the **quality** of the **quick breads** promptly to the appropriate person.
 - 2.6 Handle and dispose of waste correctly according to organisational, industry and environmental standards.
 - 2.7 Deal with unexpected situations and inform the appropriate people where necessary according to organisational procedures.
 - 2.8 Prioritise and carry out work in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the elements below:

1. Quick breads:

- Sweet breads i.e. banana, coconut
- Muffins
- Scones
- Biscuits

2. Ingredients:

- White/wheatmeal/wholemeal/specialty/gluten-free flour
- Fats/oils
- Eggs
- Sugar
- Milk
- Water
- Spices
- Flavourings
- Baking powder
- Baking soda
- Fruit (dried and fresh)

3. Problems:

- Equipment failure
- Problems with food
- In terms of freshness
- In terms of quality

4. Quality:

- Texture
- Appearance
- Aroma
- Consistency
- Flavour

5. Preparation method:

- Mixing
- Kneading
- Folding
- Glazing
- Shaping
- Rolling
- Portioning
- Baking
- Storage

6. Cooking methods:

- Baking methods
- Deep frying

7. Equipment:

- Mixing bowl
- Pan
- Serving scopes (various sizes)
- Cutters

8. Tools

- Hand tools
- Power tools

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What safe working practices should be followed when preparing basic quick breads for baking.
2. What safe working practices should be followed when baking basic quick breads.
3. What signs to look for when fat/oil is approaching “flashpoint”.
4. What procedures should be followed if fat/oil reaches “flashpoint”.
5. Why is it important to keep preparation areas and equipment clean when preparing basic quick breads for baking and how to do so.
6. What are the main contamination threats when preparing and storing quick breads for baking.
7. Why time and temperature are important when preparing basic quick breads.
8. Why prepared basic quick breads should be stored at the required safe temperature before baking.
9. Why is it important to keep cooking areas and equipment hygienic when baking quick breads.
10. What are the main contamination threats when baking and storing basic quick breads.
11. Why time and temperature are important when baking basic quick breads.
12. Why basic quick breads not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after baking.
13. What quality points to look for in basic and baked quick breads.
14. What basic baking methods are suitable for different types of basic quick breads.
15. How to identify when basic quick breads are baked to dish requirements.
16. Which products could be used to substitute high fat ingredients when preparing basic quick breads for baking.
17. Why increasing the fibre content of basic quick breads can contribute to healthy eating practices.
18. Which different types of flours could increase the fibre content of basic quick breads.
19. Why reducing the amount of sugar in basic quick breads can contribute to healthy catering practices.
20. Which fats/oils can contribute to healthier catering practices.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, underpinning knowledge and range **on more than one occasion**. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Written/oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38202**Select and use weighing equipment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to select and use weighing equipment in baking in the food and beverage processing industry.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Select weighing equipment | <ul style="list-style-type: none"> 1.1 Identify and select ingredients and weighing equipment according to recipe requirements. 1.2 Identify and use English and metric measuring and weighing devices or equipment according to organisational procedures. |
| 2. Weigh or measure dry and liquid ingredients | <ul style="list-style-type: none"> 2.1 Use correct procedures to weigh and measure dry and liquid ingredients using the English or metric system according to recipe requirements. 2.2 Identify and use calculations to increase or decrease recipes and number of servings according to recipe requirements. |
| 3. Maintain equipment | <ul style="list-style-type: none"> 3.1 Clean weighing equipment according to industry and organisational health and safety requirements. 3.2 Maintain weighing equipment according to manufacturer's instructions. 3.3 Store weighing equipment in designated location according to organisational procedures and manufacturer's instructions. |

RANGE STATEMENT

All range statements must be assessed:

1. English weights:

- Pounds
- Ounces
- Gallons

2. Metric weights:

- Grams
- Kilograms
- Litres

3. Dry ingredients:

- Flour
- Sugar
- Butter
- Margarine
- Lard
- Salt
- Baking soda/powder
- Yeast

4. Liquid ingredients:

- Milk
- Syrup
- Spices
- Water
- Oil

5. Equipment:

- Bowl (Stainless steel, glass, ceramic)
- Measuring cup
- Measuring spoon
- Scale (digital/manual)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify and select ingredients and weighing equipment.
2. How to identify and use English and metric measuring and weighing devices or equipment.
3. What are the correct procedures to weigh or measure dry and liquid ingredients using the English or metric system.
4. How to use formulas to increase or decrease recipes and number of servings.
5. How to clean, store and maintain weighing equipment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38302

Assemble and finish products

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to assemble baked products, prepare and apply icing, toppings and simple decoration techniques used for finished pastries and bread-based products.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Prepare to finish products | <ul style="list-style-type: none"> 1.1 Confirm the availability of ingredients and equipment to meet recipe requirements. 1.2 Prepare and portion ingredients and finishing materials to meet production requirements. 1.3 Identify and check the condition of dough and bread products and isolate sub-standard products promptly according to organisational procedures. 1.4 Select, fit and correctly use personal protective equipment according to organisational occupational health and safety procedures. |
| 2. Operate and monitor the icing, fillings and toppings preparation process | <ul style="list-style-type: none"> 2.1 Start-up the icing, fillings and toppings preparation process according to organisational procedures. 2.2 Mix, blend or cook ingredients according to recipe specifications. 2.3 Monitor control points to confirm performance is maintained within recipe specifications. 2.4 Confirm that icings, fillings and toppings meet client specifications. 2.5 Check equipment to confirm operating condition in accordance with manufacturer's instructions. 2.6 Store icings, fillings, and toppings according to HACCP requirements. |

- 3. Assemble and finish products
 - 3.1 Position dough and bread products correctly for finishing according to organisational procedures.
 - 3.2 Mix, apply and assemble finishing productions to meet presentation and customer requirements.
 - 3.3 Identify, rectify and report unacceptable products according to organisational procedures.
 - 3.4 Comply with health, food and organisational safety requirements.
- 4. Shut down and clean-up the process
 - 4.1 Shut down the process and clean work area according to organisational procedures.
 - 4.2 Collect, treat, dispose of, or recycle waste generated by the process according to industry, organisational and environmental procedures.
 - 4.3 Clean and store equipment and tools according to organisational procedures.
 - 4.4 Record workplace information in the appropriate format in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Equipment:

- Scales (digital/manual)
- Mixer
- Bowls
- Thermometers
- Palette knife
- Display ware (platters, trays, boards)
- Piping bags and tips

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to confirm the availability of ingredients and equipment finishing products and how to do so.
2. How to prepare and portion ingredients and finishing materials.
3. Why it is important to identify and check the condition of dough and bread products before commencing finishing procedures and how to do so.
4. Why it is important to isolate substandard dough and bread products before starting the finishing process and how to do so.
5. How to select, fit and use personal protective equipment.
6. How to start-up the icing, filling and topping preparation process.
7. How to mix, blend or cook ingredients according to recipe specifications.
8. Why it is important to monitor control points and how to do so.
9. How to confirm that icings, fillings and toppings meet client specifications.
10. Why it is important to monitor equipment to confirm operating condition and how to do so.
11. How to identify, rectify and report out-of-specification ingredients.
12. How to store icings, fillings, and toppings according to HACCP requirements.
13. How to position dough and bread products for finishing correctly.
14. How to mix, apply and assemble finishing productions to meet presentation and customer requirements.
15. Why it is important to rectify and report unacceptable products.
16. Why it is important to comply with health, food and organisational safety requirements and what are the organisational requirements for doing so.
17. How to shut down the process and clean work area.
18. How to collect, treat, dispose or recycle waste generated by the finishing process.
19. How to clean and store equipment and tools.
20. How to record workplace information in appropriate format.
21. What are the different finishing techniques.
22. What are the different types of sweet and savory fillings and toppings.
23. What are the different types of food handling implements and equipment.
24. What are the different types of food storage or display units.
25. What are the different types of layout or equipment specifications.
26. What are the different types of packaging materials.
27. What are the different types of labelling and pricing procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38402

Prepare and display bakery products

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare, arrange and present bakery products. It includes the setting up and maintenance of displays and labelling or pricing of stock.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Prepare bakery products | <ul style="list-style-type: none"> 1.1 Identify the preparation and handling requirements for individual bakery products according to food safety regulations and organisational procedures. 1.2 Use equipment safely, switch off after use and where required, clean and store according to food safety and manufacturer's requirements. 1.3 Prepare items to comply with weight statements on label according to regulatory requirements. |
| 2. Place, arrange and maintain bakery product displays | <ul style="list-style-type: none"> 2.1 Select and arrange bakery products for display according to organisational specifications 2.2 Unpack and check bakery products for quality and freshness prior to placement on display in accordance with food safety requirements and organisational procedures. 2.3 Identify damaged, deteriorated, spoiled or out of date stock and take corrective action as required according to food safety and environmental requirements and organisational procedures. 2.4 Identify the packaging requirements for bakery products, package and label products where required according to food safety requirements and organisational procedures. |

- 2.5 Display **bakery products** attractively in the designated area and packaging using the correct food safety handling techniques to avoid spoilage in accordance with the food safety handling requirements.
 - 2.6 Place **bakery products** range to conform to fixtures, ticketing, prices or bar codes according to industry requirements.
 - 2.7 Rotate and replenish **bakery products** according to shelf life, use-by dates, food safety and organisational procedures.
 - 2.8 Maintain display areas in a clean, safe and hygienic manner according to food safety requirements.
 - 2.9 Remove and dispose of excess packaging from display areas according to health and safety and environmental requirements.
 3. Prepare, arrange and display price tickets and labels
 - 3.1 Prepare and place labels for product displays visibly and code stock date according to organisational policy.
 - 3.2 Maintain correct pricing and clear information on products according to organisational, industry and legislative requirements.
 - 3.3 Identify soiled, damaged, illegible or incorrect labels or tickets and take corrective action according to organisational procedures.
 - 3.4 Identify and ticket late mark-downs or reductions in accordance with organisational policy.
 - 3.5 Use, maintain and store ticketing equipment according to design specifications and organisational procedures.
4. Protect bakery products
 - 4.1 Identify and use correct handling, storage and display techniques according to bakery product characteristics and industry codes.

- 4.2 Use **personal protective equipment** and implements to handle products according to food safety requirements and organisational procedures.
- 4.3 Handle fragile products with care to prevent damage or deterioration according to product requirements.
- 4.4 Identify the correct temperatures for product range, check and maintain storage or display units regularly to ensure products are kept at recommended temperatures according to food safety requirements.
- 4.5 Maintain and clean storage/display units according to food safety and organisational requirements.
- 4.6 Report and record temperature irregularities and equipment faults to appropriate persons promptly according to health and safety requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Bakery products:

- Savory bread (salt rolls, sliced)
- Sweet yeast products (buns, scrolls, doughnuts)
- Pies
- Pizza
- Pastry (short/puff)
- Hot or cold items (cookies/brownies)
- Cooked or uncooked items
- Par-baked or frozen
- Iced and un-iced items

2. Personal protective equipment:

- Aprons
- Gloves
- Hair covering
- Protective footwear

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the preparation and handling requirements for individual bakery products.
2. How to use, clean and store all equipment safely after use.
3. How to prepare items to comply with weight statements on labels.
4. How to select and arrange bakery products for display.
5. Why it is important to unpack and check bakery products for quality and freshness prior to placement on display.
6. What corrective action should be taken when damaged, deteriorated, spoiled or out of date stock is identified.
7. How to package and label bakery products.
8. Why it is important to display bakery products attractively.
9. What are the correct food safety handling techniques to use when displaying food.
10. Why it is important to place bakery products in a range to conform to fixtures, ticketing, prices and codes.
11. Why it is important to rotate and replenish bakery products according to shelf life and use-by dates.
12. Why it is important to maintain display areas in a clean, safe and hygienic manner.
13. Why it is important to remove and dispose of excess packaging from display areas.
14. How to prepare and position labels for product displays.
15. Why it is important to code stock dates.
16. Why it is important to maintain correct pricing and clear information on products.
17. What is the corrective action to be taken when soiled, damaged, illegible or incorrect labels or tickets have been identified.
18. Why it is important to identify and ticket late mark-downs or reductions in bakery products.
19. How to use, maintain and store ticketing equipment.
20. Why it is important to identify and use correct handling, storage and display techniques.
21. Why it is important to use personal protective equipment when handling bakery products.
22. Why it is important to handle fragile products with care.
23. Why it is important to check and maintain the correct temperatures for storage and product ranges regularly.
24. Why it is important to report and record temperature irregularities and equipment faults and to whom they should be reported.
25. List some of the food handling implements and equipment.

26. What are the different types of food storage or display units.
27. What are the different types of layout or equipment specifications.
28. What are the different types of packaging materials.
29. What are the different types of labelling and pricing procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38502

Produce yeast-raised products

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to apply the principles, procedures and use equipment to produce a range of yeast-based dough products.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|---------------------------------------|-----|--|
| 1. Prepare basic yeast-based products | 1.1 | Confirm that preparation areas, tools and suitable equipment satisfy health and safety requirements and are ready for use. |
| | 1.2 | Confirm the availability and condition of ingredients to meet production requirements. |
| | 1.3 | Check, set and operate equipment to meet recipe requirements. |
| | 1.4 | Prepare and load ingredients into the mixer to meet recipe requirements. |
| | 1.5 | Store prepared yeast-based doughs not for immediate consumption correctly according to organisational procedures. |
| | 1.6 | Clean preparation areas and equipment correctly after use according to health and safety requirements. |
| 2. Bake or fry yeast-based products | 2.1 | Confirm that baking or frying areas and equipment satisfy health and safety requirements. |
| | 2.2 | Confirm that yeast-based dough meets product requirements and shape for baking or frying according to recipe and output requirements. |
| | 2.3 | Cook yeast-based dough using appropriate cooking methods to meet quality requirements. |
| | 2.4 | Identify, rectify and report unacceptable final products which do not meet the food safety and quality requirements . |

- 2.5 Store yeast-based **dough** not for immediate consumption correctly according to organisational procedures.
- 3. Clean and maintain equipment
 - 3.1 Clean and maintain **equipment** to meet production and hygiene requirements.
 - 3.2 Dispose of waste correctly according to industry organisational and environmental procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Equipment:

- Mixers
- Sieves
- Lifting equipment
- Extruders
- Depositors or rollers
- Ovens
- Frying equipment

2. Ingredients

- Flour (white/wheatmeal/wholemeal/specialty/gluten-free)
- Yeast (fresh/dried)
- Eggs
- Sugar
- Milk
- Water
- Spices
- Flavourings
- Baking powder/soda
- Fruit (dried and fresh)

3. Dough:

- White dough
- Whole wheat dough/ wheatmeal
- Bun dough/enriched

4. Cooking methods:

- Baking
- Deep frying

5. Products:

- Bread loaves
- Bread rolls
- Buns
- Doughnuts
- Pizza bases
- Pita bread

6. Quality requirements:

- Texture
- Appearance
- Aroma
- Consistency
- Flavour

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to ensure preparation areas, tools and suitable equipment satisfy health and safety requirements and ready for use.
2. Why it is important to confirm the availability and condition of ingredients before commencing production.
3. How to prepare and load ingredients into a mixer.
4. How to check, set, operate and clean equipment.
5. Why it is important to confirm that the yeast-raised dough meets production requirements.
6. How to shape yeast-raised dough for baking or frying.
7. Why it is important to identify, rectify and report unacceptable final products.
8. What are the industry, and environmental guidelines for disposing of waste and how to do so.
9. What are the different types of yeast-raised dough products.
10. What are the different types of finishing methods.
11. What are critical control points.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38602**Prepare and operate ovens**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare and operate the ovens used in a bakery environment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------------------------|--|
| 1. Prepare oven | 1.1 Identify the oven to be used, collect materials and clean oven based on manufacturer's instructions. |
| | 1.2 Select, fit and correctly use personal protective equipment according to occupational health and safety requirements. |
| 2. Start-up and set oven | 2.1 Start-up and check oven readiness according to manufacturer's instructions. |
| | 2.2 Select, check and adjust oven settings according to the required specification of the products to be baked. |
| 3. Shut down and clean equipment | 3.1 Identify the appropriate time to shut down the oven based on the organisational and manufacturer's procedures. |
| | 3.2 Clean equipment to meet production and hygiene requirements according to the industry standards. |

RANGE STATEMENT

All range statements must be assessed:

1. Personal protective equipment:

- Gloves
- Hairnets
- Aprons

2. Oven:

- Standard
- Industrial
- Convectional

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify the oven to be used, collect materials and clean oven based on manufacturer's instructions.
2. How to select, fit and use personal protective equipment.
3. How to start-up and check oven readiness.
4. How to select, check and adjust oven settings.
5. How to identify the appropriate time to shut down the oven.
6. How to clean equipment to meet production and hygiene requirements.
7. What are the different types of ovens.
8. What are the safety principles and procedures to be observed when using a bakery oven.
9. Why it is important to follow instructions when operating and cleaning ovens.
10. Who to report equipment or oven faults to.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38702

Prepare, bake and decorate cakes, cookies and biscuits

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare, bake, decorate and store a range of cakes, cookies and biscuits in an in-store bakery or retail-baking environment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Prepare cakes, cookies and biscuit mixture | <p>1.1 Check that the preparation areas and suitable equipment satisfy health and safety requirements.</p> <p>1.2 Confirm that the availability, quality and quantity of ingredients satisfy recipe requirements.</p> <p>1.3 Report problems with the quality of ingredients promptly to appropriate persons.</p> <p>1.4 Prepare cake, cookie and biscuit mixtures using the appropriate methods to meet quality requirements.</p> <p>1.5 Store prepared cake, cookie and biscuit mixture not for immediate use according to organisational procedures.</p> |
| 2. Bake cakes, cookies and biscuits | <p>2.1 Confirm that cake, cookie and biscuit mixture is of the required type, quality and quantity.</p> <p>2.2 Deposit batter into receptacles in accordance with recipe requirements.</p> <p>2.3 Bake cakes, cookies and biscuits according to recipe requirements.</p> |
| 3. Decorate cakes, cookies and biscuits | <p>3.1 Confirm that the decoration, fillings or toppings are suitably identified according to recipe requirements.</p> <p>3.2 Decorate cakes, cookies and biscuits using appropriate methods according to standard recipe.</p> |

- 3.3 Apply portion control techniques to minimise wastage according to organisational requirements.
 - 3.4 Store cakes, cookies and biscuits not for immediate use to minimise spoilage and wastage in accordance with organisational procedures.
4. Clean up
- 4.1. Clean **equipment** and preparation area according to manufacturer's recommendations and organisational requirements.
 - 4.2 Dispose of waste using the **appropriate methods** according to industry, environmental and organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Equipment:

- Blenders
- Mixers
- Molds
- Pans
- Baking sheets
- Bun pans
- Ovens

2. Quality:

- Texture
- Appearance
- Flavour
- Consistency

3. Ingredients:

- Flour raising agents
- Water
- Shortening
- Salt
- Eggs
- Spices
- Colouring

4. Appropriate methods:

- Creaming/blending
- Mixing
- Whisking
- Folding
- Rubbing in
- Greasing
- Glazing
- Portioning

5. Receptacles:

- Tins/pans
- Paper baking cases

5. Decoration, fillings or toppings:

- Icing/frosting
- Butter cream
- Jam
- Fruit fillings/fresh fruit
- Chocolate
- Fondant
- Lettering
- Borders
- Patterns

6. Decorate:

- Trimming
- Filling
- Spreading and smoothing
- Piping with icing/chocolate
- Coating
- Topping

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to check that the preparation areas and equipment satisfy health and safety requirements.
2. How to confirm that the availability, quality and quantity of ingredients satisfy the recipe requirements.
3. Why it is important to report problems with the quality of ingredients promptly to the appropriate person.
4. How to prepare cake, cookies and biscuit mixtures using the appropriate methods to meet quality requirements.
5. How to store prepared cake, cookie and biscuit mixture not for immediate use according to organisational procedures.
6. Why it is important to confirm that the cake, cookie and biscuit mixture are of the type, quality and quantity required.
7. How to deposit batter into tins or onto papers in accordance with organisational procedures.
8. How to bake cakes, cookies and biscuits according to recipe requirements.
9. Why it is important to confirm that the decoration, fillings or toppings are suitably prepared according to organisational procedures and recipe requirements.
10. How to decorate cakes, cookies and biscuits using appropriate decoration methods according to standard recipe and organisational practice.
11. How to apply portion control techniques to minimise wastage according to organisational requirements.
12. How to store cakes, cookies and biscuits not for immediate use to minimise spoilage and wastage in accordance with organisational procedures.
13. How to clean equipment and preparation area according to organisational requirements.
14. How to dispose of waste using the appropriate methods according to industry, environmental and organisational procedures.
15. How to store cakes, cookies and biscuits using the appropriate equipment and methods.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38802**Operate the dough mixing process**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to operate the process of mixing dough. This involves the safe handling of equipment and monitoring the process to produce dough as specified.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Prepare the dough making equipment and process for operation | <ul style="list-style-type: none"> 1.1 Carry out pre-start checks as required by organisational procedures. 1.2 Weigh and measure ingredients in accordance with recipe requirements. 1.3 Identify and confirm cleaning and maintenance requirements and status according to organisational procedures. 1.4 Fit and adjust materials handling, mixing/blending equipment and related attachments to meet operating procedures. 1.5 Enter processing or operating parameters as required to meet occupational health and safety and production requirements. 1.6 Check and adjust equipment performance as required according to manufacturer's requirements. |
| 2. Operate and monitor the dough mixing process | <ul style="list-style-type: none"> 2.1 Start and operate the process according to organisational procedures. 2.2 Introduce ingredients to the mixing process in the correct sequence and quantity according to the recipe requirements. 2.3 Identify and monitor variations in equipment operation and report maintenance requirements according to organisational procedures. 2.4 Monitor the process to confirm that dough meets recipe specifications. |

- 2.5 Transfer the finished dough to the required location in accordance with organisational procedures.
 - 2.6 Identify, rectify and report out-of-specification product or process outcomes to maintain the process in accordance with organisational procedures.
 - 2.7 Confirm that workplace housekeeping standards meet industry standards.
 - 2.8 Maintain organisational records according to organisational recording procedures.
 - 2.9 Clean preparation area and equipment correctly after use according to health and safety requirements.
 3. Shut down the process
 - 3.1 Identify appropriate shut down process, shut down and clean according to organisational procedures.
 - 3.2 Identify and report maintenance requirements in accordance with organisational reporting procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Equipment:

- Mixers
- Scales
- Grain conditioners
- Materials handling

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to carry out pre-start checks for equipment before use.
2. How to weigh and measure ingredients.
3. Why it is important to identify and confirm cleaning and maintenance requirements.
4. How to fit and adjust materials handling, mixing/blending equipment and related attachments.
5. How to enter processing or operating parameters to meet occupational health and safety and production requirements.
6. Why it is important to check and adjust equipment performance.
7. How to start and operate the dough mixing process.
8. How to introduce ingredients to the mixing process in the correct sequence and quantity.
9. How to identify and monitor variations in equipment operation and report maintenance requirements.
10. Why it is important to monitor the process to confirm that dough meets recipe specifications.
11. How to transfer the finished dough to the required location.
12. Why it is important to identify, rectify and report out-of-specification product or process outcomes.
13. How to confirm that workplace housekeeping standards meets the industry standards.
14. How to maintain organisational records.
15. How to shut down the process and clean work area.
16. How to identify and report maintenance requirements.
17. What are the purpose and basic principles of the dough making process.
18. Why are factors such as dough temperature, development, water addition or temperature, yeast activity and consistency of dough important.
19. What are the required characteristics of dough and the effect of these characteristics or variation on the final product.
20. What are the organisational stock management procedures.
21. What are the control methods used to avoid contamination or food safety risks associated with the dough making process.
22. What are the organisational sampling and testing procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA38902

Maintain and apply food safety procedures

Unit Descriptor:

This unit covers the knowledge, skills and attitudes required to maintain cleanliness of the work area and equipment, comply with personal hygiene standards and food safety procedures and conduct food handling, housekeeping and waste disposal to avoid contamination, cross-contamination and spoilage of products.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|--|-----|---|
| 1. Maintain cleanliness of the work area and equipment | 1.1 | Select and correctly wear the appropriate personal protective equipment in accordance with occupational health and safety requirements. |
| | 1.2 | Clean and sanitise equipment and work area before and after operations in accordance with regulatory requirements, Good Manufacturing Practices (GMPs) and organisational standards. |
| 2. Comply with personal hygiene standards | 2.1 | Confirm that personal hygiene meets the requirements for the food safety programme. |
| | 2.2 | Report health conditions or illness as required in accordance with organisational health and safety requirements. |
| 3. Identify and eliminate sources of contamination, cross-contamination and spoilage | 3.1 | Identify the risk of contamination, cross contamination and spoilage through Good Manufacturing Practices (GMP) and food safety requirements. |
| | 3.2 | Take immediate corrective action to minimise and prevent risks of contamination, cross-contamination or spoilage in accordance with Good Manufacturing Practices (GMP) and organisational requirements. |
| | 3.3 | Take corrective action when contamination is identified according to organisational and industry requirements. |

- 3.4 Record and report incidents of contamination accurately in accordance with organisational and industry requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Personal protective equipment:

- Goggles/glasses
- Face masks/respirators
- Hats
- Boots/shoes
- Gloves
- Overalls/coveralls
- Hearing protection
- Chef uniform

2. Sanitise

- Heat (steam, hot water)
- Chemicals

3. Risk

- Physical agents e.g. dirt, dust, grease, insects, excrement etc.
- Chemical agents e.g. cleaning agents, insecticides etc.
- Microbiological and biological agents/material

4. Corrective action

- Hand washing
- Good housekeeping practices
- Maintaining personal hygiene

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to select and wear the appropriate personal protective equipment.
2. Why it is important to clean and sanitise equipment and work area before and after operations.
3. Why it is important to confirm that personal hygiene meets food safety procedures.
4. How to report health conditions and illnesses and who to report them to.
5. What are Good Manufacturing Practices (GMPs) and the organisational hygiene and sanitation procedures.
6. What is contamination and cross-contamination and how to identify them.
7. How to avoid contamination/cross-contamination.
8. What corrective action can be taken to deal with contamination/cross-contamination.
9. What are the organisational procedures for reporting hygiene risks and why it is important to do so.
10. What are the organisational and industry requirements for handling and storing products.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U15202

Prepare and cook basic pastry dishes

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic pastry dishes. This will include identifying the correct quality and quantity of pastry ingredients; finishing and storing pastry and following organisational procedures.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare basic pastry dishes
 - 1.1 Confirm that preparation areas and **equipment** satisfy health and safety requirements and are ready for use.
 - 1.2 Select **pastry** ingredients of the type, **quality** and quantity required according to the recipe.
 - 1.3 Report any **problems** identified with the **quality** of **pastry** ingredients promptly to the appropriate person.
 - 1.4 Prepare **pastry** using the appropriate **basic preparation methods** and **processing methods** to meet **quality** requirements.
 - 1.5 Store prepared **pastry** not for immediate consumption correctly according to organisational procedures.
 - 1.6 Clean preparation areas and **equipment** correctly according to organisational procedures.
 - 1.7 Handle waste correctly, use appropriate dispatch methods according to organisational and environmental standards.
 - 1.8 Deal with unexpected situations effectively and inform the appropriate person(s) where necessary according to organisational procedures.
 - 1.9 Prioritise and carry out work in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

2. Cook basic pastry dishes
 - 2.1 Confirm that cooking areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
 - 2.2 Select **pastry** and other ingredients of the type, **quality** and quantity required according to the recipe.
 - 2.3 Identify any **problems** with the **pastry** and other ingredients and promptly report to the appropriate person.
 - 2.4 Combine **pastry** correctly with other ingredients ready for cooking according to the recipe.
 - 2.5 Cook **pastry dishes** using appropriate **cooking methods** to meet **quality** requirements.
 - 2.6 Finish **pastry dishes** using appropriate **finishing methods**.
 - 2.7 Store **pastry dishes** not for immediate consumption correctly according to organisational procedures.
 - 2.8 Clean cooking areas and **equipment** correctly after use according to manufacturer's instructions and organisational procedures.
 - 2.9 Handle waste correctly, use appropriate dispatch methods according to industry, organisational and environmental standards.
 - 2.10 Deal with unexpected situations effectively and inform the appropriate persons where necessary according to organisational procedures.
 - 2.11 Prioritise and carry out all work in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Equipment:

- Sieve
- Scale
- Pastry cutter
- Scissors
- Knife
- Rolling pin
- Mixer
- Dish
- Oven
- Bake sheet
- Pastry brush

2. Pastry:

- Short
- Sweet
- Suet
- Choux
- Frozen
- Convenience
- Puff
- Flaky

3. Quality:

- Texture
- Aroma
- Consistency
- Flavour

4. Problems:

- In terms of freshness
- In terms of quantity

5. Basic preparation methods:

- Rubbing in
- Mixing
- Relaxing
- Kneading

6. Processing methods:

- Cutting
- Rolling
- Shaping
- Lining

7. Cooking methods:

- Baking
- Steaming

8. Finishing methods:

- Dusting
- Filling
- Piping

9. Pastry dishes:

- Pies
- Tarts/tartlets
- Pudding

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What safe working practices should be followed when preparing and cooking basic fresh pastry.
2. Why it is important to keep preparation and cooking areas and equipment hygienic when preparing basic fresh pastry.
3. What are the main contamination threats when preparing and storing basic fresh pastry.
4. Why time and temperature are important when preparing basic fresh pastry.
5. Why prepared basic pastry should be stored at the required safe temperature before cooking.
6. What is the required safe temperature that basic pastry should be stored.
7. What are the main contamination threats when cooking and storing basic pastry dishes.
8. Why time and temperature are important when cooking basic pastry dishes.
9. Why basic pastry dishes not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.
10. What quality points to look for in different types of fresh pastry.
11. What basic preparation methods are suitable for different types of basic fresh pastry.
12. What quality points to look for in cooked basic pastry dishes.
13. What basic cooking methods are suitable for different types of basic pastry dishes.
14. How to identify when different types of pastry are cooked to dish requirements.
15. Which products could be used to substitute high fat ingredients when preparing basic fresh pastry.
16. Which fat/oils can contribute to healthier catering practices.
17. Why increasing the fibre content of basic fresh pastry can contribute to healthy catering practices.
18. Why reducing the amount of sugar in basic fresh pastry can contribute to healthy catering practices.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment methods

The assessment methods describe the methods which should be used to assess performance and underpinning knowledge.

Assessors

The Assessor's role is to assess the work carried out by candidates and use this evidence to judge whether the candidate has met the standard laid down in the N/CVQ element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/centre/school approved by the TVET Council to offer full National/Caribbean Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the candidate, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding, and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of N/CVQ Levels

N/CVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 – Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts.

Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Skilled Occupations:

Recognises competence in a broad range of varied work activities performed in a variety of contexts, some of which are complex and non-routine. Some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Technician and Supervisory Occupations:

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations:

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations:

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

Person trained and appointed by the TVET Council and competent to approve and ensure an approved centre's quality of provision.

Extracted workplace examples

This could be something produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Hazard

See Safety and Health

Internal Verifier

The Internal Verifiers act in a supporting role for Assessors and ensure consistent quality of assessment and competence. The Internal Verifier should be competent to assess to national standards in the area under assessment.

Key role

Key roles are the broadest descriptions of the activities required in employment. They describe the principle components of work and help shape the standards into a comprehensive structure. This structure is then broken down into further units of competence.

N/CVQs

National /Caribbean Vocational Qualifications (N/CVQs) are work-based qualifications that assess someone's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

N/CVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

N/CVQ Coordinator

Within each approved centre/school offering N/CVQs, there will be a centre contact who takes overall responsibility for the operation and administration of the N/CVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Performance evidence

Performance evidence is evidence, which either shows how the candidate carried out real work, or takes the form of the product (or result) of real work undertaken by the candidate.

Questioning

Questioning can sometimes be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

Questioning is also one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

As an assessment method, questioning ensures the Assessor will have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

A range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Risk

See Safety and Health

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate the Assessor is able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself, or where the candidate needs to develop competence, for example, in a disciplinary situation, before being judged competently.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous, for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence to judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include: records of candidate's answers to questions asked by the assessor to confirm the candidate's competence; records of questioning to confirm details contained within the witness testimonies; simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of a person's work. Units are accredited separately but in combination can make up a vocational qualification. There are two categories of units:

Mandatory units – core to a qualification and have to be completed.

Elective units – allow the candidate to choose a number of individual units from a specific group.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision the Assessor makes about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning and observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).