

Federal Democratic Republic of Ethiopia

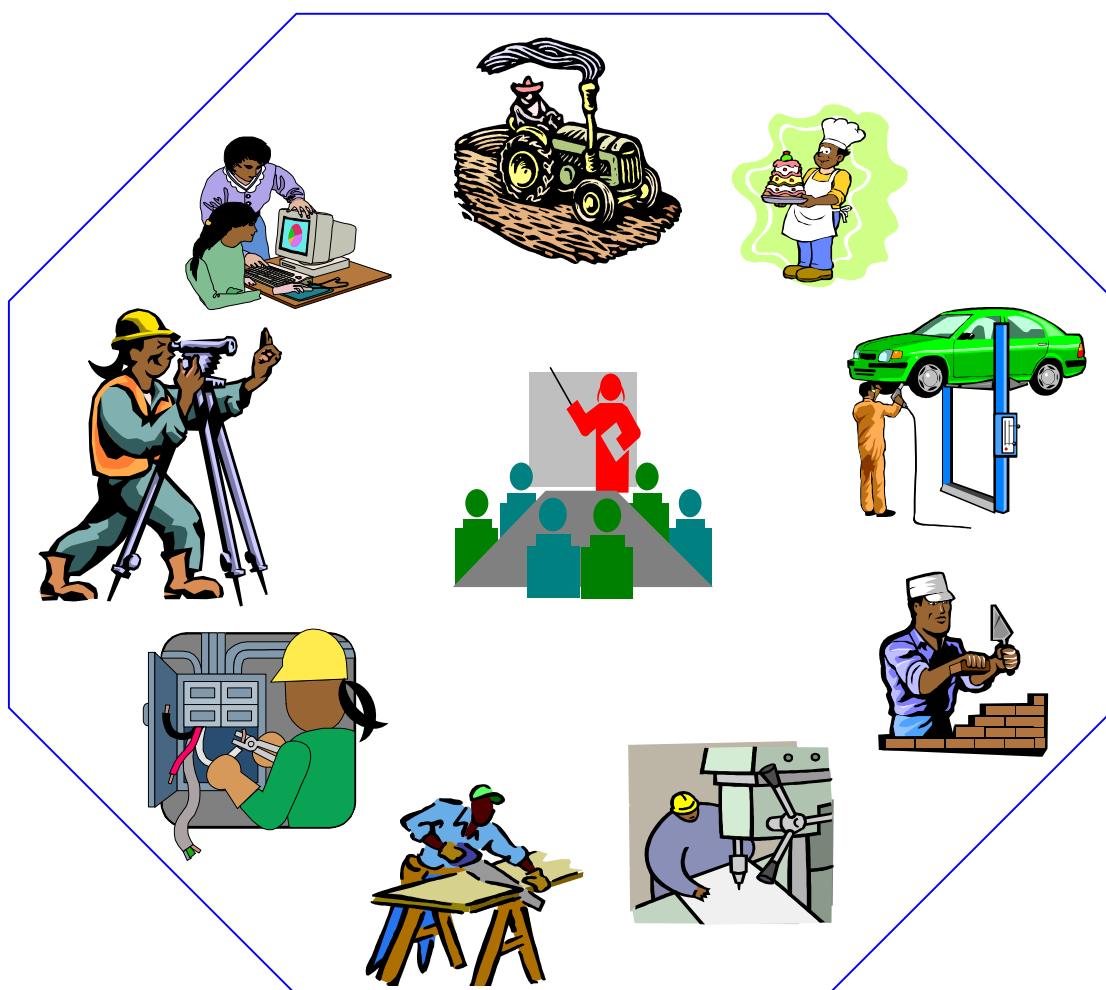
OCCUPATIONAL STANDARD



CONFECTIONERY, BAKING AND PASTRY MAKING



NTQF Level III



*Ministry of Education
September 2012*

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopia standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit title
- Unit code
- Unit descriptor
- Elements and Performance Criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- the chart with an overview of all Units of Competence for the respective occupation including the Unit Codes and the Unit Titles
- the contents of each Unit of Competence (competence standard)
- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Confectionery, Baking and Pastry Making			
Occupational Code: CST CBP			
NTQF Level III			
<u>CST CBP3 01 0912</u> Prepare and Produce Pastries	<u>CST CBP3 02 0912</u> Prepare and Produce Cakes	<u>CST CBP3 03 0912</u> Prepare and Produce Yeast Goods	
<u>CST CBP3 04 0912</u> Coach Others in Job Skills	<u>CST CBP3 05 0912</u> Prepare Bakery Products for Patisseries	<u>CST CBP3 06 0912</u> Prepare and Present Gateaux, Torten and Cakes	
<u>CST CBP3 07 0912</u> Present Desserts	<u>CST CBP3 08 0912</u> Prepare and Display Petits Fours	<u>CST CBP3 09 0912</u> Prepare and Model Marzipan	
<u>CST CBP3 10 0912</u> Prepare Desserts to Meet Special Dietary Requirements	<u>CST CBP3 11 0912</u> Prepare and Display Sugar Work	<u>CST CBP3 12 0912</u> Plan, Prepare and Display Sweet Buffet Showpieces	
<u>CST CBP3 13 0912</u> Plan Patisserie Operations	<u>CST CBP3 14 0912</u> Prepare Chocolate and Chocolate Confectionery	<u>CST CBP3 15 0912</u> Monitor Implementation of Work plan / Activities	
<u>CST CBP3 16 0912</u> Apply Quality Control	<u>CST CBP3 17 0912</u> Lead Workplace Communication	<u>CST CBP3 18 0912</u> Lead Small Teams	
<u>CST CBP3 19 0912</u> Improve Business Practice	<u>CST CBP3 20 1012</u> Maintain Quality System and Continuous Improvement Processes (Kaizen)		
Page 2 of 69	Ministry of Education Copyright	Confectionery, Baking and Pastry Making Ethiopian Occupational Standard	Version 1 September 2012

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare and Produce Pastries
Unit Code	CST CBP3 01 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and produce a variety of high-quality pastries and pastry products. Pastries and pastry products to be produced and decorated may be of varied cultural origins and derived from classical or contemporary recipes

Elements	Performance Criteria
1. Prepare pastries and pastry products	<p>1.1 Prepare a variety of pastries and pastry products according to standard recipes and desired product characteristics.</p> <p>1.2 Select suitable ingredients according to recipe requirements, quality, freshness and desired product characteristics.</p> <p>1.3 Make paste and pastry products using correct techniques and ensuring appropriate conditions to optimize quality.</p> <p>1.4 Apply portion control to minimize wastage.</p> <p>1.5 Use appropriate equipment to produce required pastries and pastry products.</p> <p>1.6 Select required oven temperature and bake to ensure the desired characteristics, including color, shape and crust structure</p>
2. Decorate and present pastry products	<p>2.1 Decorate pastry products, to enhance appearance, using suitable fillings, icings and decorations, according to standard recipes, enterprise standards and customer preferences.</p> <p>2.2 Present pastries attractively using suitable service ware and decorations</p>
3. Store pastries	<p>3.1 Store pastes and ingredients for pastry products, optimizing quality and shelf life through appropriate storage methods.</p> <p>3.2 Store pastry products to minimize spoilage and wastage, identifying storage conditions and using methods appropriate to specific products for short and medium-term preservation</p>

Variable	Range
Pastries and pastry products must include a basic	<p>short and sweet paste, including:</p> <ul style="list-style-type: none"> flans tarts

selection from each of the following categories:	<ul style="list-style-type: none"> • fruit tartlets <p>Scotch shortbread, including:</p> <ul style="list-style-type: none"> • Viennese wafers • Linzer and other slices • savoury and sweet pies <p>choux paste, including:</p> <ul style="list-style-type: none"> • profiteroles • éclairs • croquembouche • Saint Honoré <p>puff paste, including:</p> <ul style="list-style-type: none"> • milles feuilles • palmiers • quiches • croissants • gateaux pithiviers • bouchées • cream horns • filo or strudel
Product characteristics must include:	<ul style="list-style-type: none"> • colour • consistency and texture • crust stability • moisture content • mouth feel and eating properties • appearance
Techniques and conditions for producing pastry and pastry products may include:	<ul style="list-style-type: none"> • chilling ingredients and work surfaces where required • kneading and handling • rolling • cutting and moulding • resting • preparing and using appropriate fillings and pre-bake and post-bake finishes and decorations
Appropriate equipment may include:	<ul style="list-style-type: none"> • commercial mixers and attachments • cutting implements • scales • measures • bowl cutters • ovens • moulds, shapes and cutters • piping bags and attachments
Fillings may include:	<ul style="list-style-type: none"> • fresh or crystallised fruit and fruit purées • whole or crushed nuts • cream • custard • meringue
Decorations may include:	<ul style="list-style-type: none"> • glazes • jellies

	<ul style="list-style-type: none"> • fruit purées • icings • fresh, preserved or crystallised fruits • nuts • fillings, including cream, mousse and fruit purées
Storage conditions and methods appropriate to specific pastry products may include:	<ul style="list-style-type: none"> • consideration of temperature, light and air exposure • use of airtight containers • display cabinets, including temperature-controlled cabinets • refrigeration, chilling and freezing

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to produce a wide variety of pastries and pastry products from all categories • ability to produce a quantity of pastries and pastry products, consistent in quality, size, shape and appearance, under typical workplace conditions and time constraints • application of hygiene and safety principles throughout the preparation process • decoration and presentation of a range of pastries and pastry products within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of pastes and pastry products, both classical and contemporary • historical and cultural aspects of pastry and pastry products • underlying principles of making pastry and pastry products • commodity knowledge, including quality indicators of pastry ingredients • culinary terms commonly used in the industry related to pastries and pastry products • portion control and yield • storage conditions for pastries and pastry products and optimising shelf life
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • principles and practices of hygiene, particularly in relation to handling pastes and dough • safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens and mixing equipment • hygiene and safe handling and storage requirements related to pastry ingredients, commodities and products • problem-solving skills to control quality • literacy skills to read recipes, menus and instructions • numeracy skills to calculate portions, and weigh and measure quantities of ingredients

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare and Produce Cakes
Unit Code	CST CBP3 02 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and produce a variety of high-quality cakes. Cakes to be produced and decorated may be of varied cultural origins and derived from classical or contemporary recipes

Elements	Performance Criteria
1. Prepare and produce cakes	<p>1.1 Prepare a variety of basic cakes according to standard recipes and desired product characteristics.</p> <p>1.2 Select suitable ingredients according to recipe requirements, quality, freshness and desired product characteristics.</p> <p>1.3 Make cakes using correct techniques and ensuring appropriate conditions to optimize quality.</p> <p>1.4 Use appropriate equipment to produce required cakes.</p> <p>1.5 Select required oven temperature and bake cakes to ensure the desired characteristics, including color and shape</p>
2. Decorate and present cakes	<p>2.1 Decorate cakes to enhance appearance, using suitable fillings, icings and decorations, according to standard recipes, enterprise standards and customer preferences.</p> <p>2.2 Present cakes attractively using suitable service ware and decorations</p>
3. Store cakes	<p>3.1 Store cakes and ingredients for cake products, optimizing quality and shelf life through appropriate storage methods.</p> <p>3.2 Store cakes to minimize spoilage and wastage, identifying storage conditions and using methods appropriate to specific products for short and medium-term preservation</p>

Variable	Range
Basic cakes refer to a small range of cakes and sponges and must include:	<ul style="list-style-type: none"> • Madeira cake • Genoise sponge • basic aerated sponge • Swiss roll • fruit cake
Product characteristics must include:	<ul style="list-style-type: none"> • colour • consistency and texture • moisture content • mouth feel and eating properties • appearance

Techniques and conditions for producing cakes may include:	<ul style="list-style-type: none"> weighing or measuring and sifting dry ingredients adding fats and liquids to dry ingredients stirring and aerating to achieve required consistency and texture selecting and preparing appropriate cake tins and moulds using required amount of batter according to desired characteristics of finished products preparing and using appropriate pre-bake finishes and decorations selecting baking conditions and temperatures
Appropriate equipment may include:	<ul style="list-style-type: none"> commercial mixers and attachments whisks beaters spatulas wooden spoons cutting implements for nuts and fruits graters scales measures bowl cutters pipng bags and attachments ovens cake tins and moulds working marble table
Fillings may include:	<ul style="list-style-type: none"> fresh and crystallised fruit fruit purées jams nuts creams mousse custard
Decorations may include:	<ul style="list-style-type: none"> glazes and jellies icings chocolate sprinkled icing sugar fresh, preserved or crystallised fruits fruit purées whole or crushed nuts colored and flavoured sugar
Storage conditions and methods appropriate for cakes may include:	<ul style="list-style-type: none"> consideration of temperature, light and air exposure use of airtight containers display cabinets, including temperature-controlled cabinets refrigeration, chilling and freezing

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to produce a range of basic cakes • ability to produce cakes that are consistent in quality, size, shape and appearance under typical workplace conditions and time constraints • application of hygiene and safety principles throughout the preparation process • preparation, decoration and presentation of a range of basic cakes within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • varieties and characteristics of basic cakes, both classical and contemporary • historical and cultural aspects of cakes • underlying principles of making cakes • commodity knowledge, including quality indicators of cake ingredients • principles and practices of hygiene particularly in relation to preparing cake batter and decorating finished cake products • culinary terms commonly used in the industry related to cakes • hygiene and safe handling and storage requirements related to cake ingredients, commodities and products • portion control and yield • storage conditions for cakes and optimising shelf life
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens and mixing equipment • problem-solving skills to control quality • literacy skills to read recipes, menus and instructions • numeracy skills to calculate portions, and weigh and measure quantities of ingredients
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare and Produce Yeast Goods
Unit Code	CST CBP3 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and produce a variety of high-quality yeast goods. Yeast goods to be produced and decorated may be of varied cultural origins and derived from classical or contemporary recipes

Elements	Performance Criteria
1. Prepare and produce yeast goods	<p>1.1 Prepare a variety of basic yeast goods according to standard recipes and desired product characteristics.</p> <p>1.2 Select suitable ingredients according to recipe requirements, quality and freshness and desired product characteristics.</p> <p>1.3 Make basic yeast goods, using correct techniques and ensuring appropriate conditions to optimize quality.</p> <p>1.4 Use appropriate equipment to produce required yeast goods.</p> <p>1.5 Select required oven temperature and bake yeast goods to ensure the desired characteristics, including color and shape</p>
2. Decorate and present yeast goods	<p>2.1 Decorate yeast goods, where required and appropriate, to enhance appearance, using suitable fillings, icings and decorations, according to standard recipes, enterprise standards and customer preferences.</p> <p>2.2 Present yeast goods attractively using suitable service ware and decorations</p>
3. Store yeast goods	<p>3.1 Store yeast goods and ingredients for yeast good products, optimizing quality and shelf life through appropriate storage methods.</p> <p>3.2 Store yeast goods to minimize spoilage and wastage, identifying storage conditions and using methods appropriate to specific products for short and medium-term preservation.</p>

Variable	Range
Yeast goods refer to a range of sweet and savoury breads, rolls and buns, and must include:	<p>basic breads and buns, such as:</p> <ul style="list-style-type: none"> • Bath buns • bread rolls <p>yeast-raised pastries, such as:</p> <ul style="list-style-type: none"> • Danish pastries • croissants

	<ul style="list-style-type: none"> • brioche • küchen • babas • savarins.
Product characteristics must include:	<ul style="list-style-type: none"> • colour • consistency and texture • moisture content • mouth feel and eating properties • appearance
Techniques and conditions for producing yeast goods may include:	<ul style="list-style-type: none"> • chilling ingredients and work surfaces • kneading and handling • incorporating fat • rolling • preparing and using types of yeast • cutting, shaping and moulding • preparing and using appropriate fillings and pre-bake finishes and decorations
Appropriate equipment may include:	<ul style="list-style-type: none"> • commercial mixers and attachments • cutting implements • scales • measures • bowl cutters • piping bags and attachments • ovens • moulds, shapes and cutters • baking sheets • working marble table
Fillings may include:	<ul style="list-style-type: none"> • fresh or crystallised fruit and fruit purées • whole or crushed nuts • spices • cream • frangipane • custard • chocolate • jam • savoury fillings such as ham and cheese
Decorations may include:	<ul style="list-style-type: none"> • glazes • jellies • fruit purées • icings • sprinkled icing sugar • flavoured and colored sugars • fresh, preserved or crystallised fruits • nuts • fillings, including cream, mousse and fruit purées
Storage conditions and methods	<ul style="list-style-type: none"> • consideration of temperature, light and air exposure

appropriate to yeast goods may include:	<ul style="list-style-type: none"> • use of airtight containers • display cabinets, including temperature-controlled cabinets to cool or warm • refrigeration, chilling and freezing
---	---

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to produce a range of sweet and savoury yeast goods • ability to produce a quantity of yeast goods that are consistent in quality, size, shape and appearance, under typical workplace conditions and time constraints • application of hygiene and safety principles throughout the preparation process • preparation, decoration and presentation of a range of yeast goods, within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of basic yeast goods, both classical and contemporary • historical and cultural aspects of yeast goods • underlying principles of making yeast goods • commodity knowledge, including quality indicators of ingredients for yeast goods • principles and practices of hygiene particularly in relation to handling dough • culinary terms commonly used in the industry related to yeast goods • hygiene and safe handling and storage requirements related to yeast goods, commodities and products • portion control and yield • storage conditions for yeast goods and optimising shelf life
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens and mixing and kneading equipment • problem-solving skills to control quality • literacy skills to read recipes, menus, instructions and orders • numeracy skills to calculate portions, and weigh and measure quantities of ingredients
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Coach Others in Job Skills
Unit Code	CST CBP3 04 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. This unit has no parity with units in Training and Assessment Training Package, but reflects the situation in many workplaces where buddy systems and on-the-job coaching are extremely common.

Elements	Performance Criteria
1. Prepare for on-the-job coaching	<p>1.1 Identify the need for coaching based on a range of factors.</p> <p>1.2 Identify specific coaching needs through discussion with colleague to be coached.</p> <p>1.3 Where appropriate, organise coaching sessions according to organisation policy.</p>
2. Coach colleagues on the job	<p>2.1 Explain the overall purpose of coaching to colleague.</p> <p>2.2 Explain and demonstrate the specific skills to be coached.</p> <p>2.3 Communicate clearly any underpinning knowledge required and check colleague's understanding.</p> <p>2.4 Provide colleague with opportunity to practice the skill and ask questions.</p> <p>2.5 Provide feedback in a constructive and supportive manner.</p>
3. Follow up coaching	<p>3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required.</p> <p>3.2 Report progress to the appropriate person as required.</p> <p>3.3 Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up.</p>

Variable	Range
Factors that could influence the decision whether or not to conduct coaching may include:	<ul style="list-style-type: none"> request for coaching from colleague to be coached own observation and workplace experience direction from colleagues
Coaching sessions could be conducted in a range of	<ul style="list-style-type: none"> on-the-job during work hours before or after work in a simulated location away from the actual workplace

contexts, including:	
Skills to be coached are generally those not requiring formal or extended training sessions, but short, commonly-used tasks such as:	<ul style="list-style-type: none"> • customer service skills • technical or practical skills, such as operating equipment, making something or completing documentation • selling or promoting products and services
Underpinning knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:	<ul style="list-style-type: none"> • ingredients or components of items • knowledge of products or services • principles underpinning skills such as communication and selling • reasons for undertaking various tasks • legislative, OHS and hygiene requirements
Performance problems or difficulties may be due to:	<ul style="list-style-type: none"> • shyness or lack of confidence • breakdown in communication • language or cultural barriers • insufficient opportunity to practise • inappropriate circumstances for coaching

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to provide supportive on-the-job coaching with constructive and supportive feedback • clarity in oral communication • knowledge of basic training principles • demonstration of coaching skills under normal workplace conditions, including real work tasks to coach others in and use of suitable equipment and materials
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • context for workplace coaching, including objectives, scope and relationship to other workplace activities • basic principles of training, such as explanation, demonstration, review, trainee explanation, trainee demonstration and feedback • equal employment opportunity (EEO) and other relevant legislation impacting on workplace coaching
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills, specifically the use of questioning techniques and clarity in oral communication • interpersonal skills to facilitate participation and encourage effective coaching outcomes • literacy skills to interpret workplace documentation as required by the job role

Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • interaction with other people to whom coaching is provided • use of industry-current technology and documentation to support coaching activities
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct observation of the candidate coaching a colleague in a required work skill • role-plays in which the candidate demonstrates training techniques or communication skills, such as questioning and providing feedback • questions about training principles • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare Bakery Products for Patisseries
Unit Code	CST CBP3 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and produce a variety of high-quality bakery products. Bakery products to be produced may be of varied cultural and ethnic origins and derived from classical or contemporary recipes

Elements	Performance Criteria
1. Prepare bakery products	<p>1.1 Prepare a variety of bakery products according to standard recipes and desired product characteristics.</p> <p>1.2 Select, measure and weigh suitable ingredients according to recipe requirements, quality, freshness and desired product characteristics.</p> <p>1.3 Use appropriate equipment to produce required bakery products.</p> <p>1.4 Prepare dough to correct consistency and shape.</p> <p>1.5 Prove products according to specified temperature and other conditions.</p> <p>1.6 Make bakery products, using correct techniques and ensuring appropriate conditions to optimize quality.</p> <p>1.7 Select required oven temperature and bake goods to ensure the desired characteristics, according to standard recipe specifications and enterprise practice</p>
2. Decorate and present bakery products	<p>2.1 Finish bakery items according to desired product characteristics.</p> <p>2.2 Decorate yeast goods where required and appropriate to enhance appearance, using suitable fillings, icings and decorations, according to standard recipes, enterprise standards and customer preferences.</p> <p>2.3 Present yeast goods attractively using suitable service ware and decorations</p>
3. Store bakery products	<p>3.1 Store bakery products in storage conditions required to maintain quality and extend shelf life.</p> <p>3.2 Select packaging options appropriate for the preservation of product freshness and eating characteristics.</p>

Variable	Range
Bakery products	<ul style="list-style-type: none"> breakfast and savoury items

must include a selection of each of the following:	<ul style="list-style-type: none"> • breakfast and speciality breads • lunch and dinner rolls • festive baking from a variety of ethnic and cultural backgrounds
Product characteristics must include:	<ul style="list-style-type: none"> • colour • consistency and texture • moisture content • mouth feel and eating properties • appearance
Appropriate equipment may include:	<ul style="list-style-type: none"> • commercial mixers and attachments • cutting implements • scales • measures • bowl cutters • ovens • moulds, shapes and cutters • baking sheets and containers • working marble table
Techniques and conditions for producing yeast goods may include:	<ul style="list-style-type: none"> • chilling ingredients and work surfaces • preparing and using types of yeast • kneading and handling • incorporating fat • rolling • cutting, shaping and moulding • preparing and using appropriate fillings and pre-bake finishes and decorations
Fillings may include:	<ul style="list-style-type: none"> • fresh or crystallised fruit-based • whole or crushed nuts • fresh cream • butter cream • wine cream • cheese cream • chocolate • jam • custard • ganache • savoury fillings such as bacon, ham and cheese • ready-made and pre-mixed • raisins
Decorations may include:	<ul style="list-style-type: none"> • glazes • jellies • icings • sprinkled icing sugar • flavoured and colored sugars • fresh, preserved or crystallised fruits • seeds and nuts

Storage conditions and methods appropriate to bakery products may include:	<ul style="list-style-type: none"> • consideration of temperature, light and air exposure • use of airtight containers • display cabinets, including temperature-controlled cabinets to cool or warm • refrigeration, chilling and freezing
--	---

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to produce a range of specialist bakery products, both sweet and savoury • ability to produce a quantity of bakery products that are consistent in quality, size, shape and appearance, under typical workplace conditions and time constraints • application of hygiene and safety principles throughout the preparation process • preparation, decoration and presentation of a range of specialist bakery products, within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of bakery products, including: <ul style="list-style-type: none"> ➢ classical ➢ contemporary ➢ from various ethnic and cultural backgrounds • historical and cultural aspects of bakery products • underlying principles of making bakery products • culinary and technical terms commonly used in the industry related to bakery products • commodity knowledge, including quality indicators of ingredients for bakery products, properties of ingredients used, and their interaction and changes during processing to produce required characteristics • properties and requirements of yeast and control of yeast action • processes of fermentation and dough development • principles and practices of hygiene, particularly in relation to handling dough, commodities and products • safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens, manual handling and mixing or kneading equipment • function and routine maintenance of equipment used • storage conditions for bakery products and optimising shelf life • ratio of ingredients required to produce a balanced formula • defining and applying corrective steps to ensure quality control • influence of correct portion control, yields, weights and sizes on the profitability of an establishment • portion control and yield

	<ul style="list-style-type: none"> • expected taste, texture and crumb structure appropriate for particular bakery products
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens, manual handling, and mixing and kneading equipment • problem-solving skills to control quality • literacy skills to read recipes, menus and instructions • numeracy skills to calculate portions and weigh and measure quantities of ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare and Present Gateaux, Torten and Cakes
Unit Code	<u>CST CBP3 06 0912</u>

Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to produce, fill, decorate and present a range of specialised sponges and cakes, where finish, decoration and presentation of a high order are required.</p> <p>The preparation of specialised cakes includes sponges, gateaux, torten, cakes, sweet pastes and meringues, fillings and coating agents, as well as skills and techniques in assembling and finishing.</p> <p>Specialized cakes and sponges to be produced and decorated may be of varied cultural origins and derived from classical or contemporary recipes</p>
------------------------	---

Elements	Performance Criteria
1. Prepare specialized cakes and sponges	<p>1.1 Select, measure and weigh ingredients according to recipe requirements, quality and freshness, standard recipe requirements, enterprise practice and customer preferences</p> <p>1.2 Verify that ingredients are used at the correct temperature for optimum quality.</p> <p>1.3 Prepare specialized cakes and sponges to recipe specifications, using correct techniques, and bake to achieve required product characteristics, including color, crumb structure, consistency and texture, moisture content, mouth feel and eating properties and appearance.</p> <p>1.4 Use appropriate equipment to produce required cakes.</p> <p>1.5 Cool sponges and cakes in conditions that retain optimum freshness and eating characteristics and appearance</p>
2. Prepare and use fillings	<p>2.1 Prepare a selection of fillings to required consistency, using appropriate flavorings.</p> <p>2.2 Slice or layer sponges and cakes, and fill and assemble, according to standard recipe specifications, enterprise practice and customer preference.</p> <p>2.3 Mask, cover or coat top and sides of sponges and cakes as appropriate to achieve even, straight and smooth surfaces, or characteristics and appearance required by recipe specifications.</p>
3. Decorate cakes	<p>3.1 Decorate sponges and cakes, using designs and techniques suited to the product and occasion, and according to standard recipes and enterprise practice.</p> <p>3.2 Use suitable icings and decorations, according to standard recipes, enterprise standards and customer preferences</p>
4. Present cakes	<p>4.1 Present cakes attractively using suitable service ware and decorations.</p> <p>4.2 Select and use appropriate equipment for display and service.</p>

	<p>4.3 Arrange cakes for display in an appealing manner to meet customer expectations and enterprise standards.</p> <p>4.4 Verify that display and service temperature of products are appropriate for maintaining freshness, appearance and eating qualities.</p> <p>4.5 Mark, score or cut portion-controlled cakes precisely, according to enterprise specifications and customer preferences, minimizing wastage</p>
5. Store cakes	<p>5.1 Store cakes at the correct temperature in storage conditions that maintain quality and extend shelf life.</p> <p>5.2 Identify storage methods that minimize spoilage and wastage, using methods appropriate to specific products for short and medium-term preservation.</p>

Variable	Range
Specialized cakes and sponges must include:	<ul style="list-style-type: none"> • cakes and sponges used as bases, such as: • Genoise sponge • commercial sponge • Swiss roll • sponge fingers • those for weddings, birthdays and special occasions • those for specific cultural feasts and celebrations, both religious and secular
Techniques and conditions for producing specialist cakes may include:	<ul style="list-style-type: none"> • weighing or measuring and sifting dry ingredients • adding fats and liquids to dry ingredients • stirring and aerating to achieve required consistency and texture • whisking, folding, piping and spreading • selecting and preparing appropriate baking sheets, cake and sponge tins and moulds • using required amount of batter according to desired characteristics of finished products • preparing and using appropriate pre-bake finishes and decorations • selecting baking conditions and temperatures • portioning evenly, accurately and neatly • decorating
Appropriate equipment may include:	<ul style="list-style-type: none"> • commercial mixers and attachments • whisks • beaters • spatulas and wooden spoons • cutting implements for nuts and fruits • graters • scales and measures • bowl cutters

	<ul style="list-style-type: none"> • piping bags and attachments • ovens • cake and sponge tins and moulds • working marble table
Fillings may include:	<ul style="list-style-type: none"> • fresh or crystallised fruit • fruit purées • jams • nuts • creams • mousse • custard
Decorations may include:	<ul style="list-style-type: none"> • glazes and jellies • icings • chocolate • sprinkled icing sugar • fresh, preserved or crystallised fruits • fruit purées • whole or crushed nuts • colored and flavoured sugar • marzipan coatings
Storage conditions and methods appropriate for cakes may include:	<ul style="list-style-type: none"> • consideration of temperature, light and air exposure • use of airtight containers • display cabinets, including temperature-controlled cabinets • refrigeration, chilling and freezing

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to produce a range of specialized cakes • ability to produce specialized cakes that are consistent in quality, size, shape and appearance, under typical workplace conditions and time constraints • application of hygiene and safety principles throughout the preparation process • preparation, decoration and presentation of a range of specialized cakes within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of specialized cakes, both classical and contemporary • historical and cultural aspects of specialized cakes • underlying principles of making specialized cakes • commodity knowledge, including quality indicators of specialized cake ingredients • principles and practices of hygiene, particularly in relation to preparing cake batter and decorating finished cake products • culinary terms commonly used in the industry related to specialized cakes

	<ul style="list-style-type: none"> • hygiene and safe handling and storage requirements related to specialized cake ingredients, commodities and products • portion control and yield • storage conditions for specialized cakes and optimising shelf life
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens and mixing equipment • problem-solving skills to control quality • literacy skills to read recipes, menus, instructions and orders • numeracy skills to calculate portions and weigh and measure quantities of ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Present Desserts
Unit Code	CST CBP3 07 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to apply various and specialised techniques of dessert presentation.</p> <p>The term 'dessert' is commonly used for a sweet course or option</p>

	in a meal or as a stand-alone item with a beverage. In some enterprises, the term 'sweets' may be used. Desserts may include foods from varying cultural origins and may be derived from classical or contemporary recipes
--	---

Elements	Performance Criteria
1. Present and serve plated desserts	1.1 Portion desserts according to enterprise standards. 1.2 Present desserts attractively, with artistic flair, appropriate for the occasion and the item. 1.3 Consider practicality of service and customer consumption when plating and decorating desserts. 1.4 Use appropriate equipment to present and serve plated desserts. 1.5 Control service temperature of desserts and service ware when serving hot, cold or frozen desserts
2. Plan, prepare and conduct a dessert trolley presentation	2.1 Where utilized, plan dessert trolley services appropriate to available facilities and equipment, as well as customer and enterprise requirements. 2.2 Prepare and arrange to display a variety of desserts offered by the enterprise, together with appropriate sauces and garnishes
3. Store and package desserts	3.1 Store desserts at the appropriate temperature and under the correct storage conditions to maintain quality, freshness and customer appeal. 3.2 Ensure that packaging is appropriate for the preservation of taste, appearance and eating characteristics.

Variable	Range
Desserts must include prepared portions from the following categories:	<ul style="list-style-type: none"> puddings, pies, tarts, flans and fritters custards and creams prepared fruit charlotte, bavaois, mousse, soufflé, sabayon and zabaglione meringues, crepes and sweet omelettes sorbet, ice-cream, bombe and parfait
Decorating may include:	<ul style="list-style-type: none"> glazes and jellies icings chocolate sprinkled icing sugar fresh, preserved or crystallised fruits fruit purées whole or crushed nuts colored and flavoured sugar

Appropriate equipment may include:	<ul style="list-style-type: none"> • commercial mixers and attachments • whisks • beaters • spatulas • wooden spoons • cutting implements for nuts and fruits • graters • scales • measures • bowl cutters • piping bags and attachments • ovens • cake and sponge tins and moulds • working marble table
Storage conditions and methods appropriate for desserts may include:	<ul style="list-style-type: none"> • consideration of temperature, light and air exposure • use of airtight containers • display cabinets, including temperature-controlled cabinets • refrigeration, chilling and freezing

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to present and display a range of desserts with flair • application of food hygiene and safety principles throughout the preparation and presentation process • knowledge of the characteristics of desserts and decorations or garnishes and the conditions required for optimum quality and presentation • preparation, decoration and presentation of a range of desserts within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of specialist cakes, both classical and contemporary • historical and cultural aspects of specialist cakes • underlying principles of making specialist cakes • commodity knowledge, including quality indicators of specialist cakes • principles and practices of hygiene, particularly in relation to decorating finished cake products • culinary terms commonly used in the industry related to specialist cakes • hygiene and safe handling and storage requirements related to specialist cake ingredients, commodities and products • portion control and yield • storage conditions for specialist cakes and optimising shelf life
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • safe work practices, particularly in relation to using

	<p>appliances, heated surfaces, ovens, cutting implements and mixing equipment</p> <ul style="list-style-type: none"> • problem-solving skills to control quality • literacy skills to read instructions and orders • numeracy skills to calculate portions
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare and Display Petit Fours
Unit Code	CST CBP3 08 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to produce, display and service a wide range of petit fours, including petit fours glacés, marzipan-based petit fours and caramelised fruits and nuts served as petit fours, to a high and consistent quality.</p> <p>Petit fours glacés may include sponge bases assembled with appropriately flavoured fillings cut into a variety of shapes, iced and decorated.</p> <p>Marzipan-based petit fours may be modelled by hand or shaped with the aid of moulds and may be appropriately flavoured and colored and sealed with cocoa butter or food lacquer.</p> <p>Caramelised petit fours include fresh or dried fruits and nuts, filled or unfilled, coated with a pale amber-colored caramel.</p> <p>Fresh petit fours include bases prepared from choux or sweet paste with an appropriate filling, topping and decoration</p>

Elements	Performance Criteria
1. Prepare iced petit fours	<p>1.1 Prepare, cut and assemble sponges and bases according to standard recipes and enterprise requirements and practice.</p> <p>1.2 Prepare fillings with the required flavors and consistency.</p> <p>1.3 Bring fondant icing to the correct temperature and consistency to achieve required coating thickness and surface gloss.</p> <p>1.4 Design and use decorations that enhance customer eye appeal</p>
2. Prepare fresh petit fours	<p>2.1 Pipe, bake, fill and <i>decorate</i> a selection of small choux paste shapes.</p> <p>2.2 Prepare and blind bake sweet paste in small moulds or tins in a variety of shapes.</p> <p>2.3 Prepare and use fillings with the required flavors and consistency.</p> <p>2.4 Use appropriate garnishes, glazes and finishes to enhance flavor and eye appeal</p>
3. Prepare marzipan petit fours	<p>3.1 Flavor and shape quality marzipan appropriately, producing mini-size fruits.</p> <p>3.2 Coat marzipan fruits to preserve desired eating characteristics and where required, soften with egg whites,</p>

	pipe into shapes and seal or brown with applied heat, according to enterprise practice
4. Prepare caramelized petit fours	<p>4.1 Select and coat fresh fruits or fruit segments with pale amber-colored caramel.</p> <p>4.2 Sandwich dried fruits or nuts or fill with flavoured marzipan and coat with pale amber-colored caramel, according to specifications and enterprise standards</p>
5. Display petit fours	<p>5.1 Select and prepare appropriate receptacles for petit fours.</p> <p>5.2 Display petit fours creatively to enhance customer appeal</p>
6. Store petit fours	6.1 Store petit fours at correct temperature and conditions to maintain maximum eating characteristics, appearance and freshness.

Variable	Range
Fillings may include appropriately flavoured:	<ul style="list-style-type: none"> • custard • cream • ganache.
Toppings and decorations may include:	<ul style="list-style-type: none"> • fresh fruits • glazes • fondant icing • chocolate
Receptacles may include those made from edible and non-edible materials, including:	<ul style="list-style-type: none"> • chocolate • tulip paste • sugar lace • croquant • glass • crystal • ceramic • metallic platters and trays

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare, present and display a diverse range of petit fours with consistency in size, shape, quality and presentation • application of food hygiene and safety principles throughout the preparation, decoration and presentation process • knowledge of the characteristics of petit fours, suitable decorations or garnishes, and the conditions required for optimum quality and presentation • preparation, decoration and presentation of a range of petit fours within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • varieties and characteristics of petit fours, both classical and contemporary, including taste, texture, structure, shape and

	<p>size appropriate for petit fours and in line with industry and enterprise standards</p> <ul style="list-style-type: none"> • historical and cultural aspects of petit fours • underlying principles of making petit fours • commodity knowledge, including quality indicators of petit fours ingredients • principles and practices of hygiene, particularly in relation to ingredients and commodities and preparing and decorating petit fours • culinary terms commonly used in the industry related to petit fours • portion control and yield • storage conditions for petit fours and optimising shelf life • properties of the ingredients used and their interaction and changes during production
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • creative skills in decoration and presentation • safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens and mixing equipment • working methods used in production and display of petit fours • defining and applying corrective steps to ensure quality control • problem-solving skills to control quality • literacy skills to read recipes, menus, instructions and orders • numeracy skills to calculate portions and weigh and measure quantities of ingredients
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare and Model Marzipan
Unit Code	CST CBP3 09 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare, handle and model marzipan and to decorate, colour and present modelled items. Preparing marzipan refers to combining manufactured marzipan paste, pure icing sugar and glucose syrup to a smooth paste of a consistency best suited for its intended purpose.

Elements	Performance Criteria
1. Prepare modeling marzipan	1.1 Select, weigh and combine ingredients to achieve desired composition and characteristics of quality modeling marzipan. 1.2 Identify potential problems and take appropriate preventative measures to maintain desired characteristics. 1.3 Observe food hygiene principles and requirements
2. Prepare molded and modeled shapes	2.1 Mould or model marzipan in a variety of figures, shapes and flowers. 2.2 Apply appropriate colorings, decorations and coating agents to enhance appearance and presentation. 2.3 Seal finished shapes to preserve freshness and eating characteristics and appearance
3. Store marzipan products	3.1 Store marzipan products at the correct temperature and in conditions to avoid excessive crust formation, drying out and hardening and to maintain maximum eating characteristics and appearance
4. Use marzipan to cover cakes, gateaux, torten and petit fours	4.1 Ensure surface of items to be covered is level and smooth. 4.2 Roll out marzipan to specified size and thickness. 4.3 Apply marzipan ensuring a smooth and seamless finish.

Variable	Range
Handling of marzipan must include:	<ul style="list-style-type: none"> modelling into shapes, figures or flowers colouring, decorating, glazing and sealing covering cakes, gateaux, torten and petit fours with marzipan

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> ability to present and display a diverse range of modelled and moulded marzipan products with consistency in size, shape, quality and presentation

	<ul style="list-style-type: none"> • application of food hygiene and safety principles throughout the preparation, decoration and presentation process • knowledge of the characteristics of marzipan and suitable decorations or garnishes and the conditions required for optimum quality and presentation • preparation, decoration and presentation of a range of marzipan shapes within typical workplace conditions and timeframes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • characteristics of marzipan, both classical and contemporary, including taste, texture, structure, shape and size appropriate for industry and enterprise standard marzipan products • hygiene and food safety requirements relating to preparing, decorating, handling and storing marzipan • historical and cultural aspects of marzipan • underlying principles of making marzipan • commodity knowledge, including quality indicators of marzipan ingredients • culinary terms commonly used in the industry related to marzipan • portion control and yield • storage conditions for marzipan and optimising shelf life • properties of the ingredients used and their interaction and changes during production
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • creative skills in decoration and presentation • handling and storing marzipan and marzipan products and recognising factors affecting their quality • working methods used in production and display of marzipan, including the use of equipment for preparation and moulding • defining and applying corrective steps to ensure quality control • problem-solving skills to control quality • literacy skills to read recipes, menus, instructions and orders • numeracy skills to calculate portions and weigh and measure quantities of ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare Desserts to Meet Special Dietary Requirements
Unit Code	CST CBP3 10 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare of a range of desserts where aspects of nutrition, diet or allergies influence the composition and the ingredients able to be used. This would include diabetic desserts, low fat or low sugar desserts, or desserts that are free of ingredients such as yeast, gluten or flour and other potential allergens or substances that can cause reactions in customers

Elements	Performance Criteria
1. Prepare dietary desserts	<p>1.1 Appropriate ingredients are used according to criteria for particular dietary requirements.</p> <p>1.2 Measure and weigh ingredients required, ensuring they are at the correct temperature according to recipe requirements.</p> <p>1.3 Follow special dietary recipes or nutritional guidelines in producing dietary desserts</p>
2. Prepare sauces for dietary desserts	2.1 Prepare hot or cold sauces to the required consistency, using appropriate flavors and ingredients, according to dietary requirements
3. Store dietary desserts	3.1 Store dietary desserts at the appropriate temperature and under the correct conditions to maintain quality, freshness and customer appeal.

Variable	Range
Appropriate ingredients may include:	<ul style="list-style-type: none"> those without known allergic reactions substitute ingredients such as gluten-free flour and non-sugar sweeteners low-fat or fat-free ingredients low-sugar or sugar-free ingredients

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> ability to produce a range of desserts suitable for a variety of dietary requirements and intolerances application of food hygiene and safety principles throughout the preparation, decoration and presentation process knowledge of the characteristics of desserts for special dietary requirements and suitable decorations or garnishes and the conditions required for optimum quality and presentation

	<ul style="list-style-type: none"> • preparation, decoration and presentation of a range of desserts for special dietary requirements within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • options for and preparation of desserts for special dietary needs and preferences • hygiene and food safety requirements relating to preparing, decorating, handling and storing desserts for special dietary needs • commodity knowledge, including quality indicators of ingredients and handling and storing of ingredients • properties of dietary ingredients used in a range of dessert recipes and the influence of each on processing and product quality • culinary terms commonly used in the industry related to desserts for special dietary needs • portion control and yield • storage conditions for types of desserts for special dietary needs and optimising shelf life • knowledge and understanding of Dietary Guidelines
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • creative skills in decoration and presentation • defining and applying corrective steps to ensure quality control • literacy skills to read recipes, menus and instructions • numeracy skills to calculate portions and weigh and measure quantities of ingredients • problem-solving skills to address special dietary requirements
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare and Display Sugar Work
Unit Code	CST CBP3 11 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare sugar for sugar work and to plan and produce sugar-based display pieces.</p> <p>The preparation of sugar includes boiling to various predetermined temperature stages suitable for pulling, casting or blowing.</p> <p>Pulling refers to manipulating boiled sugar after initial cooling, to incorporate air and to achieve elasticity and sheen.</p> <p>Casting refers to pouring boiled sugar into prepared framework or moulds or into free-flowing shapes. The preparation of sugar casts also includes casting of individual segments, assembling, decorating and preparing for display and storage.</p> <p>Blowing refers to creating shapes by blowing air through a blowpipe into boiled sugar of the correct temperature.</p>

Elements	Performance Criteria
1. Boil sugar	<p>1.1 Identify and assemble required ingredients according to standard recipes and enterprise requirements.</p> <p>1.2 Combine sugar and water and boil to required temperature, using specialized equipment for boiling sugar correctly and safely.</p> <p>1.3 Follow preparation methods specified in standard recipes.</p> <p>1.4 Use coloring and flavorings appropriately, according to sugar products required.</p> <p>1.5 Handle boiled sugar solution safely according to safety requirements, standard recipes and enterprise practice</p>
2. Pull boiled sugar	<p>2.1 Manipulate boiled sugar to avoid crust forming</p> <p>2.2 Turn out and pull sugar, using a suitable work surface and according to standard industry practice and safety requirements</p>
3. Store pulled sugar	<p>3.1 Portion pulled sugar according to intended use.</p> <p>3.2 Use correct packaging methods and vacuum-seal pulled sugar pieces.</p> <p>3.3 Use appropriate storage procedures to ensure extended shelf life.</p>
4. Plan decorative sugar work	<p>4.1 Plan sugar work appropriate for the occasion, allowing adequate time for, or working within time available for, preparation.</p> <p>4.2 Produce sketches or outlines of required forms and shapes</p>

	<p>and identify colors, decorations and supports.</p> <p>4.3 Prepare formwork or moulds and working surface appropriately.</p> <p>4.4 Calculate required quantities of differently colored sugar.</p> <p>4.5 Select and use appropriate equipment and materials</p>
5. Prepare sugar work	<p>5.1 Boil sugar, adding required coloring and arrest the temperature at the correct point for casting or blowing as required.</p> <p>5.2 Cast boiled sugar, shaping into desired forms or moulds, using appropriate techniques and skills and achieving correct and even thickness.</p> <p>5.3 Remove formwork from sugar at the correct stage of hardening and move sugar items to cool areas, where required, to accelerate cooling.</p> <p>5.4 Create sugar pieces using appropriate blowing techniques and suitable materials and equipment.</p> <p>5.5 Assemble sugar centre pieces to achieve balance, proportion and optimum strength.</p> <p>5.6 Decorate sugar work creatively, ensuring appropriateness for the occasion and creating customer appeal</p>
6. Display sugar work	<p>6.1 Display sugar work attractively to enhance food displays.</p> <p>6.2 Use sugar work to complement, harmonize and balance the displayed food</p>
7. Store sugar work	<p>7.1 Store sugar work according to establishment procedures, ensuring it is protected from humidity, dust and heat</p>

Variable	Range
Specialised equipment for sugar work may include:	<ul style="list-style-type: none"> • sugar boilers • sugar thermometers • rubber mats • metal strapping • moulds • patterns • blowpipes • foil • plasticine • display stands and bases • spatulas • shears
Safe handling of boiled sugar solution may	<ul style="list-style-type: none"> • using protective gloves and mitts where appropriate • covering exposed skin • ensuring all equipment has secure handles

include:	<ul style="list-style-type: none"> • avoiding drips and dribbles • using insulated pot rests
Sugar work may be used for:	<ul style="list-style-type: none"> • centrepieces • desserts • decorations for cakes and desserts • sweets

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to produce a wide range of sugar work using pulling, casting and blowing • application of safety and food hygiene principles throughout preparation, decoration, presentation and storage processes • ability to produce sugar work of optimum quality and creativity • preparation, decoration and presentation of a range of sugar work within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • safety requirements relating to possible dangers when handling boiled sugar at high temperatures • historical and cultural aspects of sugar work • commodity knowledge, including quality indicators of ingredients used in sugar work • culinary terms commonly used in the industry related to sugar work • portion control and yield • causes of premature crystallisation of boiled sugar and methods to avoid it • properties of the ingredients used and their interaction and changes during production • influence of cleanliness of materials used on the boiling process and quality outcome • hygiene and food safety requirements relating to sugar work
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • handling and storing sugar work and recognising factors affecting quality and optimising shelf life • safe boiling and handling of sugar and underlying principles of preparing sugar • basic first aid for treatment of burns in case of accidents • ability to pull, cast and blow sugar • working methods used in production and display of sugar work, including the use of equipment • creative skills in decoration and presentation • defining and applying corrective steps to ensure quality control • literacy skills to read recipes, menus, instructions and orders • numeracy skills to calculate portions and weigh and measure

	quantities of ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III			
Unit Title	Plan, Prepare and Display Sweet Buffet Showpieces		
Page 37 of 69	Ministry of Education Copyright	Confectionery, Baking and Pastry Making Ethiopian Occupational Standard	Version 1 September 2012

Unit Code	<u>CST CBP3 12 0912</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, prepare and display a wide range of showpieces appropriate for a sweet buffet display.

Elements	Performance Criteria
1. Plan sweet buffet showpieces	<p>1.1 Plan showpieces appropriate for the occasion, allowing adequate time for, or working within time available for, preparation.</p> <p>1.2 Produce sketches or outlines of forms and shapes required and identify colors, decorations and supports.</p> <p>1.3 Select and use appropriate equipment and materials</p>
2. Prepare sweet buffet showpieces	<p>2.1 Produce a variety of showpieces to industry standards and enterprise requirements.</p> <p>2.2 Shape selected materials into desired forms, using appropriate techniques and creative flair and skills.</p> <p>2.3 Assemble showpieces, considering balance, proportion and strength.</p> <p>2.4 Finish and decorate showpieces artistically, ensuring appropriateness for the occasion and creating customer appeal.</p> <p>2.5 Choose decorations in appropriate materials, suitable for the occasion</p>
3. Display sweet buffet showpieces	<p>3.1 Display showpieces attractively to enhance sweet buffet displays.</p> <p>3.2 Use showpieces to complement, harmonize and balance the displayed food.</p> <p>4 Store sweet buffet showpieces.</p> <p>4.1 Store showpieces according to establishment procedures and ensure that they are protected from humidity, dust and heat</p>

Variable	Range
Showpieces for a buffet may include those made from:	<ul style="list-style-type: none"> • sugar: pulled, cast or blown • chocolate • pastillage • croquant • marzipan • combination of above mentioned

Appropriate equipment and materials may include:	<ul style="list-style-type: none"> • air brush spray equipment • specialised equipment for preparing, moulding, casting and making freehand creations using sugar and marzipan work, chocolate, pastillage and croquant
Storage may include:	<ul style="list-style-type: none"> • cool rooms and other temperature-controlled environments • use of packaging materials and cases

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to produce a range of sweet buffet showpieces using suitable materials, including examples from each of the following: <ul style="list-style-type: none"> ➤ sugar ➤ chocolate ➤ pastillage ➤ croquant ➤ marzipan • application of safety standards throughout preparation, decoration, presentation and storage processes • ability to produce sweet buffet showpieces of optimum quality and creativity • preparation, decoration and presentation of a range of sweet buffet showpieces within typical workplace conditions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • safety requirements relating to possible dangers when handling boiled sugar at high temperature • knowledge and understanding of sugar boiling and handling techniques and of safety requirements relating to possible dangers when working with boiled sugar at high temperature • knowledge and understanding of various techniques for handling chocolate, pastillage, croquant and marzipan, individually and in combination • OHS requirements, including basic first aid for treating burns • causes of premature crystallisation of boiled sugar and methods to avoid it • properties of the ingredients used and their interaction and changes during production • influence of cleanliness of materials used on the boiling process and quality outcome • hygiene and food safety requirements relating to sugar work • historical and cultural aspects of sugar work • commodity knowledge, including quality indicators of ingredients used in sugar work • culinary terms commonly used in the industry related to sugar work • portion control and yield

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • basic first aid for treatment of burns in case of accidents • handling and storing sugar work and recognising factors affecting quality and optimising shelf life • artistic skills and creativity in planning and producing sweet buffet showpieces • ability to pull, cast and blow sugar • working methods used in production and display of marzipan, including the use of equipment for preparing and moulding • defining and applying corrective steps to ensure quality control • creative skills in decoration and presentation • literacy skills to read recipes, menus, instructions and orders • numeracy skills to calculate portions and weigh and measure quantities of ingredients
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III			
Unit Title	Plan Patisserie Operations		
Page 40 of 69	Ministry of Education Copyright	Confectionery, Baking and Pastry Making Ethiopian Occupational Standard	Version 1 September 2012

Unit Code	<u>CST CBP3 13 0912</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan patisserie operations in terms of layout, menu and storage and the production, display and service of patisserie products and suitable beverages.</p> <p>It must be linked to other appropriate business management units, as this unit does not cover business planning, marketing and financial management</p>

Elements	Performance Criteria
1. Plan layout of patisserie operation	<p>1.1 Develop a floor plan for kitchen, service, display and storage areas according to anticipated customer requirements and volume.</p> <p>1.2 Plan fixtures, furnishing, decor and equipment according to business objectives, budget and style of patisserie operation required and according to food safety and other regulatory requirements</p>
2. Plan the product and service elements of patisserie operation	<p>2.1 Plan and design menu, identifying a range of appropriate menu items and beverages to meet market needs.</p> <p>2.2 Prepare a work flow schedule for production and service according to expected customer volume and menu requirements.</p> <p>2.3 Plan the display of items considering style of patisserie operation, required storage temperatures and visual appeal and according to the food safety program and regulatory requirements.</p> <p>2.4 Plan the preparation, display and storage of items in line with appropriate OHS and food safety procedures and to ensure that the stock is protected from loss, contamination, spoilage, temperature abuse and pests</p>
3. Plan and organize storage for menu items	<p>3.1 Plan and organize storage for pastries, cakes and savoury items at the correct temperatures according to food safety requirements, and to maximize shelf life and product quality.</p> <p>3.2 Plan packaging that is appropriate for the preservation of freshness, taste and eating characteristics.</p>

Variable	Range
Menu items may include:	<ul style="list-style-type: none"> • pastries and cakes • savoury items such as quiche, and ham and cheese croissants • beverages such as: <ul style="list-style-type: none"> ➤ coffee ➤ tea

	<ul style="list-style-type: none"> ➤ cold carbonated drinks ➤ fresh juices ➤ milk ➤ soy-based drinks ➤ ice-cream
Work flow schedule must take into consideration:	<ul style="list-style-type: none"> • available facilities, staff, time and equipment • enterprise practices and regulatory requirements • food safety program
Food safety practices may include:	<ul style="list-style-type: none"> • covering menu items on display • maintaining appropriate temperatures for different menu items • food-handling practices
Product quality requirements may include:	<ul style="list-style-type: none"> • warm or chilled service temperatures • eating qualities such as taste, texture and moisture content

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to plan the layout, menu and storage aspects of a patisserie operation • project or work activities that allow the candidate to demonstrate skills required to complete planning for the operation of a proposed patisserie operation • knowledge of key hygiene and food safety issues relating to patisserie operations
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • knowledge and understanding of the principles and requirements of the relevant legislation relating to: <ul style="list-style-type: none"> ➤ OHS ➤ hygiene and food safety ➤ nutrition ➤ licensing regulations ➤ local health regulations • knowledge and understanding of: <ul style="list-style-type: none"> ➤ organizational skills and teamwork ➤ menu planning and design ➤ appropriate technical and culinary terms for patisserie operations ➤ preparation of pastries, cakes and savory products ➤ cutting and serving pastries, cakes and savory products ➤ costing, yield testing and portion control ➤ handling, portioning and serving ice-creams ➤ buffet and table set-ups ➤ coffee and tea preparation and beverage service ➤ coffee shop equipment, its function and routine maintenance ➤ defining and applying quality control ➤ storage conditions for menu items and optimizing shelf life, freshness and eating qualities

	<ul style="list-style-type: none"> ➤ time management skills ➤ communication skills ➤ varieties and characteristics of menu items offered ➤ underlying principles of making cakes, pastries and savoury items ➤ commodity knowledge, including quality indicators of ingredients
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens and mixing equipment • problem-solving skills to develop a design within tight space restrictions • high level literacy skills to develop comprehensive plans, including detailed, accessible policies, procedures, product specifications, monitoring documents and flow charts; and to read and analyse information about potential layout and equipment options • numeracy skills to cost equipment • critical thinking skills to allow for a rational and logical evaluation of the patisserie operation, including food preparation and storage; display and storage areas; identification of hazards, customer needs, staffing and equipment needs; work flow schedules; product quality and budgetary considerations; enterprise practices; and regulatory requirements.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Prepare Chocolate and Chocolate Confectionery
Unit Code	CST CBP3 14 0912

Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to handle chocolate, prepare individual chocolates and make chocolate-based confectionery.</p> <p>Chocolate includes couverture (pure coating chocolate) in dark, milk and white, and various compounds.</p> <p>Tempering is the technique to control formation of seed crystals and to achieve the desired characteristics in solidified chocolate, including setting properties, snap and sheen.</p> <p>Chocolate confectionery may be moulded, cut or dressed, with hard or soft centres, hand coated, machine enrobed or made using prepared hollow shells</p>
------------------------	---

Elements	Performance Criteria
1. Temper couverture	<p>1.1 Melt and temper couverture using correct technique and temperatures.</p> <p>1.2 Manipulate couverture to the correct viscosity and desired flow properties so that it possesses appropriate color, gloss and snap characteristics on solidification.</p> <p>1.3 Control the temperature to retain workable consistency</p>
2. Prepare centers and fillings	<p>2.1 Choose and manipulate ingredients correctly demonstrating high standards of hygiene.</p> <p>2.2 Prepare a range of centers and fillings according to standard recipes or enterprise specifications.</p> <p>2.3 Select and make fillings that are full-flavoured, interesting and natural.</p> <p>2.4 Bring fillings to the correct temperature, viscosity and consistency before being used.</p> <p>2.5 Ensure that shapes and sizes of centers are precise and uniform</p>
3. Handle moulds	<p>3.1 Ensure that moulds to be used are clean, polished and free of dust or residue.</p> <p>3.2 Keep moulds constantly at the correct temperature when being used and ensure that they are untouched by bare fingers.</p> <p>3.3 Ensure that the polished surface is never touched by objects that may dull, scratch or damage it</p>
4. Make moulded chocolates	<p>4.1 Select couverture or coatings appropriate to the filling and use.</p> <p>4.2 Temper couverture correctly and set in moulds ensuring it is of even and correct thickness and free from marks or air bubbles.</p> <p>4.3 Apply a range of fillings ensuring a level surface and allowing</p>

	<p>sufficient space for sealing with a layer of chocolate of appropriate thickness.</p> <p>4.4 Handle and store de-molded chocolates so that they retain their glossy surface</p>
5. Coat chocolate confectionery	<p>5.1 Temper and manipulate couverture to the correct viscosity.</p> <p>5.2 Bring items to be coated to the correct temperature.</p> <p>5.3 Coat prepared centers using techniques ensuring an even and correct thickness of chocolate and a uniform quality finish.</p> <p>5.4 Execute hand dipping in a logical and accurate manner.</p> <p>5.5 Decorate and present chocolate confectionery attractively</p>
6. Store chocolate and chocolate confectionery	<p>6.1 Store chocolate and chocolate confectionery at the correct temperature and level of humidity.</p> <p>6.2 Protect chocolate and chocolate confectionery from light and incompatible odors</p>

Variable	Range
Tempering techniques must include:	<ul style="list-style-type: none"> • vaccination or addition method • tabling method • heated water jackets • microwave
Centers and fillings may include:	<ul style="list-style-type: none"> • nougat • ganache • marzipan • flavoured fondant • croquant • caramel • jellies • liqueurs • nuts and fruits

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • detailed understanding of the different classifications of chocolate • ability to produce a quantity of chocolates which are consistent, neat, and even in size, shape and appearance • flair, innovation, creativity and artistic skills in creating, decorating and presenting chocolates
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • specific requirements for the handling of chocolate • culinary terms commonly used in the industry in relation to chocolate making • principles and practices of hygiene related to handling

	chocolate <ul style="list-style-type: none"> • past and current trends in chocolate and chocolate products
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • artistic skills and creative techniques for chocolate and chocolate confectionery • logical and time-efficient work flow • safe work practices, in particular in relation to bending, lifting and handling heated surfaces • problem-solving skills to deal with breakdowns in systems or equipment • literacy skills to research chocolate types, history and trends • numeracy skills to cost yields and portion control
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III

Unit Title	Monitor Implementation of Work Plan/Activities
-------------------	---

Unit Code	<u>CST CBP3 15 0912</u>
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality problems and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organize workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p> <p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p>

	4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.
--	---

Variables	Range
Problems	May include but not limited to: <ul style="list-style-type: none"> • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	May include but is not limited to: <ul style="list-style-type: none"> • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • monitoring and improving workplace operations • planning and organizing workflow • maintaining workplace records
Resource Implications	Access is required to real or appropriately simulated work areas, materials and equipment
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Apply Quality Control
Unit Code	CST CBP3 16 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in manufacturing works.

Elements	Performance Criteria
1. Implement quality standards	<p>1.1 Agreed quality standard and procedures are acquired and confirmed</p> <p>1.2 Standard procedures are introduced to organizational staff / personnel.</p> <p>1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy.</p> <p>1.4 Standard procedures are revised / updated when necessary</p>
2. Assess quality of service delivered	<p>2.1 Services delivered are checked against organization quality standards and specifications</p> <p>2.2 Service delivered are evaluated using the appropriate evaluation parameters and in accordance with organization standards</p> <p>2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures</p>
3. Record information	<p>3.1 Basic information on the quality performance is recorded in accordance with organization procedures</p> <p>3.2 Records of work quality are maintained according to the requirements of the organization</p>
4. Study causes of quality deviations	<p>4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures</p> <p>4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output</p>
5. Complete documentation	<p>5.1 Information on quality and other indicators of service performance is recorded.</p> <p>5.2 All service processes and outcomes are recorded.</p>

Variable	Range
Quality check	<ul style="list-style-type: none"> • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	<ul style="list-style-type: none"> • materials • components • process • procedures
Quality parameters	<ul style="list-style-type: none"> • standard design / specifications • material specification

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace or appropriately simulated environment and materials relevant to the activity/ task
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Lead Workplace Communication
Unit Code	CST CBP3 17 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate communication method is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussion	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate staff/personnel 3.4 Communication problems and issues are raised as they arise

Variable	Range
Methods of communication	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Using Internet • Cell phone

Evidence Guide

Page 51 of 69	Ministry of Education Copyright	Confectionery, Baking and Pastry Making Ethiopian Occupational Standard	Version 1 September 2012
---------------	------------------------------------	--	-----------------------------

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Dealt with a range of communication/information at one time • Made constructive contributions in workplace issues • Sought workplace issues effectively • Responded to workplace issues promptly • Presented information clearly and effectively written form • Used appropriate sources of information • Asked appropriate questions • Provided accurate information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • variety of information, communication tools, simulated workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral Questioning • Observation/Demonstration
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Occupational Standard: Confectionery, Baking and Pastry Making Level III

Page 52 of 69	Ministry of Education Copyright	Confectionery, Baking and Pastry Making Ethiopian Occupational Standard	Version 1 September 2012
---------------	------------------------------------	--	-----------------------------

Unit Title	Lead Small Teams
Unit Code	<u>CST CBP3 18 0912</u>
Unit Descriptor	This unit covers the knowledge, attitudes and skills to lead small teams including setting and maintaining team and individual performance standards.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Work requirements are identified and presented to team members</p> <p>1.2 Reasons for instructions and requirements are communicated to team members</p> <p>1.3 Team members' queries and concerns are recognized, discussed and dealt with</p>
2. Assign responsibilities	<p>2.1 Duties and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy</p> <p>2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible</p>
3. Set performance expectations for team members	<p>3.1 Performance expectations are established based on client needs and according to assignment requirements</p> <p>3.2 Performance expectations are based on individual team members duties and area of responsibility</p> <p>3.3 Performance expectations are discussed and disseminated to individual team members</p>
4. Supervised team performance	<p>4.1 Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required</p> <p>4.2 Team members are provided with feedback, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues</p>

	affecting the team
	4.7 All relevant documentation is completed in accordance with company procedures

Variable	Range
Work requirements	<ul style="list-style-type: none"> • client profile • assignment instructions
Team member's concerns	<ul style="list-style-type: none"> • roster/shift details
Monitor performance	<ul style="list-style-type: none"> • formal process • informal process
Feedback	<ul style="list-style-type: none"> • formal process • informal process

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • maintained or improved individuals and/or team performance given a variety of possible scenario • assessed and monitored team and individual performance against set criteria • represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf • allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of</p> <ul style="list-style-type: none"> • maintaining or improving individuals and/or team performance given a variety of possible scenario • assessing and monitoring team and individual performance against set criteria • representing concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf • allocating duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • setting and communicating performance expectations for a range of tasks and duties within the team and providing feedback to team members
Underpinning Skills	<ul style="list-style-type: none"> • communication skills required for leading teams • informal performance counseling skills • team building skills

	<ul style="list-style-type: none"> • negotiating skills
Resource Implications	<ul style="list-style-type: none"> • access to relevant workplace or appropriately simulated environment where assessment can take place • materials relevant to the proposed activity or task
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral questioning / Written Test • Observation/Demonstration
Context of Assessment	<ul style="list-style-type: none"> • Competency may be assessed individually in the actual workplace or through accredited institution.

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Improve Business Practice
Unit Code	CST CBP3 19 0912
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 Data required for diagnosis is determined and acquired 1.2 Competitive advantage of the business is determined from the data 1.3 SWOT analysis of the data is undertaken
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified 2.2 Key indicators for benchmarking are selected in consultation with key stakeholders 2.3 Like indicators of own practice are compared with benchmark indicators 2.4 Areas for improvement are identified
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed 3.2 Cost-benefit ratios for required improvements are determined 3.3 Work flow changes resulting from proposed improvements are determined 3.4 Proposed improvements are ranked according to agreed criteria 3.5 An action plan to implement the top ranked improvements is developed and agreed 3.6 Organizational structures are checked to ensure they are suitable
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed 4.2 Practice objectives are developed/reviewed 4.3 Target markets are identified/refined 4.4 Market research data is obtained 4.5 Competitor analysis is obtained 4.6 Market position is developed/reviewed 4.7 Practice brand is developed 4.8 Benefits of practice/practice products/services are

	identified
	4.9 Promotion tools are selected/developed
5. Develop business growth plans	5.1 Plans to increase yield per existing client are developed 5.2 Plans to add new clients are developed 5.3 Proposed plans are ranked according to agreed criteria 5.4 An action plan to implement the top ranked plans is developed and agreed 5.5 Practice work practices are reviewed to ensure they support growth plans
6. Implement and monitor plans	6.1 Implementation plan is developed in consultation with all relevant stakeholders 6.2 Indicators of success of the plan are agreed 6.3 Implementation is monitored against agreed indicators 6.4 Implementation is adjusted as required

Variable	Range
Data required includes:	<ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage includes:	<ul style="list-style-type: none"> • services/products • fees

	<ul style="list-style-type: none">• location• timeframe		
Objectives should be 'SMART' , that	<ul style="list-style-type: none">• Specific• Measurable• Achievable• Realistic• Time defined		
Market research data includes:	<ul style="list-style-type: none">• data about existing clients• data about possible new clients• data from internal sources• data from external sources such as:<ul style="list-style-type: none">• trade associations/journals• Yellow Pages small business surveys• libraries• Internet• Chamber of Commerce• client surveys• industry reports• secondary market research• primary market research such as:<ul style="list-style-type: none">➢ telephone surveys➢ personal interviews➢ mail surveys		
Competitor analysis	<ul style="list-style-type: none">• competitor offerings• competitor promotion strategies and activities• competitor profile in the market place		
SWOT analysis includes:	<ul style="list-style-type: none">• internal strengths such as staff capability, recognized quality• internal weaknesses such as poor morale, under-capitalization, poor technology• external opportunities such as changing market and economic conditions• external threats such as industry fee structures, strategic alliances, competitor marketing		
Key indicators may include:	<ul style="list-style-type: none">• salary cost and staffing• personnel productivity (particularly of principals)• profitability• fee structure• client base• size staff/principal• overhead/overhead control		
Organizational structures include:	<ul style="list-style-type: none">• legal structure (partnership, limited liability company, etc.)• organizational structure/hierarchy• reward schemes		
Market position should include data on:	<ul style="list-style-type: none">• product• the good or service provided		
Page 58 of 69	Ministry of Education Copyright	Confectionery, Baking and Pastry Making Ethiopian Occupational Standard	Version 1 September 2012

	<ul style="list-style-type: none"> • product mix • the core product - what is bought • the tangible product - what is perceived • the augmented product - total package of consumer • features/benefits • product differentiation from competitive products • new/changed products • price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication • promotion budget
Practice brand may include:	<ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style • AIDA (attention, interest, desire, action)
Benefits may include:	<ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools include:	<ul style="list-style-type: none"> • networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client may be increased by:	<ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide			
Critical Aspects of Competence	<p>The candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to identify the key indicators of business performance • ability to identify the key market data for the business • knowledge of a wide range of available information sources • ability to acquire information not readily available within a business • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements • and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans 		
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information 		
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>		
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration 		
Context of	<p>Competence may be assessed in the workplace or in a simulated</p>		
Page 60 of 69	Ministry of Education Copyright	Confectionery, Baking and Pastry Making Ethiopian Occupational Standard	Version 1 September 2012

Assessment	workplace setting.
------------	--------------------

Occupational Standard: Confectionery, Baking and Pastry Making Level III	
Unit Title	Maintain Quality System and Continuous Improvement Processes (Kaizen)
Unit Code	CST CBP3 20 1012
Unit Descriptor	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	1.1 Distribute and explain information about the enterprise's quality system to personnel 1.2 Encourage personnel to participate in improvement processes and to assume responsibility and authority 1.3 Allocate responsibilities for quality within work area in accordance with quality system 1.4 Provide coaching and mentoring to ensure that personnel are able to meet their responsibilities and quality requirements
2. Maintain quality documentation	2.1 Identify required quality documentation, including records of improvement plans and initiatives 2.2 Prepare and maintain quality documentation and keep accurate data records 2.3 Maintain document control system for work area 2.4 Contribute to the development and revision of quality manuals and work instructions for the work area 2.5 Develop and implement inspection and test plans for quality controlled products
3. Facilitate the application of standardized procedures	3.1 Ensure all required procedures are accessible by relevant personnel 3.2 Assist personnel to access relevant procedures, as required 3.3 Facilitate the resolution of conflicts arising from job 3.4 Facilitate the completion of required work in accordance with standard procedures and practices

4. Provide training in quality systems and improvement processes	<p>4.1 Analyze roles, duties and current competency of relevant personnel</p> <p>4.2 Identify training needs in relation to quality system and continuous improvement processes (kaizen)</p> <p>4.3 Identify opportunities for skills development and/or training programs to meet needs</p> <p>4.4 Initiate and monitor training and skills development programs</p> <p>4.5 Maintain accurate training record</p>
5. Monitor and review performance	<p>5.1 Review performance outcomes to identify ways in which planning and operations could be improved</p> <p>5.2 Use the organization's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved</p> <p>5.3 Enhance customer service through the use of quality improvement techniques and processes</p> <p>5.4 Adjust plans and communicate these to personnel involved in their development and implementation</p>
6. Build continuous improvement process	<p>6.1 Organize and facilitate improvement team</p> <p>6.2 Encourage work group members to routinely monitor key process indicators</p> <p>6.3 Build capacity in the work group to critically review the relevant parts of the value chain</p> <p>6.4 Assist work group members to formalize improvement suggestions</p> <p>6.5 Facilitate relevant resources and assist work group members to develop implementation plans</p> <p>6.6 Monitor implementation of improvement plans taking appropriate actions to assist implementation where required.</p>
7. Facilitate the identification of improvement opportunities	<p>7.1 Analyze the job completion process</p> <p>7.2 Ask relevant questions of job incumbent</p> <p>7.3 Encourage job incumbents to conceive and suggest improvements</p> <p>7.4 Facilitate the trying out of improvements, as appropriate</p>
8. Evaluate relevant components of quality system	<p>8.1 Undertake regular audits of components of the quality system that relate to the work area</p> <p>8.2 Implement improvements in the quality system in accordance with own level of responsibility and workplace procedures</p>

	<p>8.3 Facilitate the updating of standard procedures and practices</p> <p>8.4 Ensure the capability of the work team aligns with the requirements of the procedure</p>
--	---

Variable	Range
Coaching and mentoring	<p>May refer to:</p> <ul style="list-style-type: none"> • providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Continuous improvement processes may include:	<p>May include:</p> <ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders • Kaizen • Enterprise-specific improvement systems
Technology	<p>May include:</p> <ul style="list-style-type: none"> • computerized systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service	<p>May be:</p> <ul style="list-style-type: none"> • internal or external • to existing, new or potential clients
Key process indicators	<p>Key process indicators may include:</p> <ul style="list-style-type: none"> • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts, etc.
Continuous improvement tools	<p>May include:</p> <ul style="list-style-type: none"> • statistics • cause and effect diagrams • fishbone diagram • Pareto diagrams

	<ul style="list-style-type: none"> • run charts • X bar R charts • PDCA • Sigma techniques • balanced scorecards • benchmarking • performance measurement • upstream and downstream customers • internal and external customers immediate and/or final
--	---

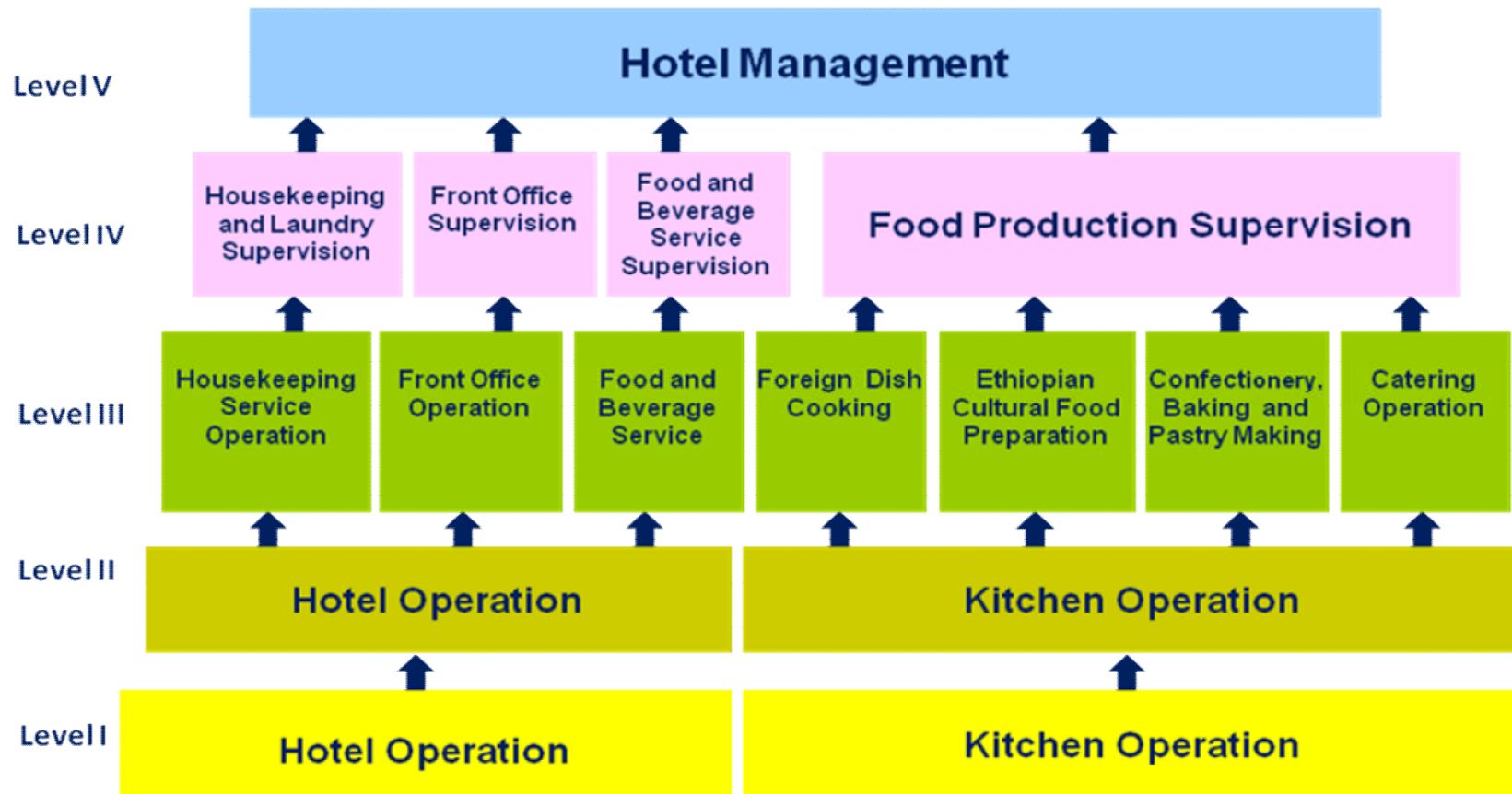
Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes • assist others to follow standard procedures and practices • assist others make improvement suggestions • standardize and sustain improvements <p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • implement and monitor defined quality system • requirements and initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems in the work area • initiate quality processes to enhance the quality of performance of individuals and teams in the work area • gain commitment of individuals/teams to quality principles and practices • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implement training programs • prepare and maintain quality and audit documentation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles and techniques associated with: <ul style="list-style-type: none"> – benchmarking – best practice – change management

	<ul style="list-style-type: none"> – continuous improvement systems and processes – quality systems • range of procedures available and their application to different jobs • applicability of TAKT time and MUDA to jobs • identification and possible causes of variability in jobs • continuous improvement process for organization • questioning techniques • methods of conceiving improvements • suggestion and try out procedures • relevant OHS • quality measurement tools for use in continuous improvement processes • established communication channels and protocols • communication/reporting protocols • continuous improvement principles and process • enterprise business goals and key performance indicators • enterprise information systems management • enterprise organizational structure, delegations and responsibilities • policy and procedure development processes • relevant health, safety and environment requirements • relevant national and international quality standards and protocols • standard operating procedures (SOPs) for the technical work performed in work area • enterprise quality system
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • coach and mentor team members • gain the commitment of individuals and teams to continuously improve • innovate or design better ways of performing work • communicate with relevant people • prioritize and plan tasks related to encouraging and improving use of standardized procedures • negotiate with others to resolve conflicts and gain commitment to standardized procedures • facilitate other employees in improvement activities • implement and monitor defined quality system requirements • initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems • implement effective communication strategies • encourage ideas and feedback from team members when

	developing and refining techniques and processes <ul style="list-style-type: none"> • analyze training needs and implementing training programs • prepare and maintain quality and audit documentation
Resources Implication	Access may be required to: <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • enterprise quality manual and procedures • quality control data/records
Methods of Assessment	Competence in this unit may be assessed by using a combination of the following to generate evidence: <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of procedures and contingency management; principles and techniques associated with change management • review of the audit process and outcomes generated by the candidates <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.

Sector: Culture, Sports and Tourism
Sub-Sector: Hotel and Hospitality



Acknowledgement

We wish to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development of this occupational standard.

We would like also to express our appreciation to the Staff and Experts of Federal TVET Agency, Ministry of Education (MoE) and Ministry of Culture and Tourism who made the development of this occupational standard possible.

This occupational standard was developed in February 2012 at Addis Ababa, Ethiopia.