



# Prepare bakery products for patisserie

D1.HPA.CL4.10

Assessor Manual





# **Prepare bakery products for patisserie**

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**Assessor Manual**



**William  
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Specialist centre  
for foods, tourism  
& hospitality

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# Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

## Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

## Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies

- Log books
- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

## Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

## Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

### ***Pass Competent (PC)***

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

### ***Not Yet Competent' (NYC)***

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

## Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

## Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

## Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## **Instructions and Checklist for Assessors**

### ***Instructions***

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

### ***Preparation***

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

### ***Briefing checklist***

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

## Checklist for Assessors

|  | Tick (✓) | Remarks |
|--|----------|---------|
| <b>Prior to the assessment I have:</b>   |          |         |
| Ensured the candidate is informed about the venue and schedule of assessment.  |          |         |
| Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP). |          |         |
| Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.  |          |         |
| Identified and accommodated any special needs of the candidate.  |          |         |
| Checked the set-up and resources for the assessment.   |          |         |
| <b>During the assessment I have:</b>   |          |         |
| Introduced myself and confirmed identities of candidates.  |          |         |
| Put candidates at ease by being friendly and helpful.  |          |         |
| Explained to candidates the purpose, context and benefits of the assessment.   |          |         |
| Ensured candidates understood the assessment process and all attendant procedures.   |          |         |
| Provided candidates with an overview of performance criteria to be assessed.   |          |         |
| Explained the results reporting procedure.   |          |         |
| Encouraged candidates to seek clarifications if in doubt.  |          |         |
| Asked candidates for feedback on the assessment.   |          |         |
| Explained legal, safety and ethical issues, if applicable.   |          |         |
| <b>After the assessment I have:</b>  |          |         |
| Ensured candidate is given constructive feedback.  |          |         |
| Completed and signed the assessment record.  |          |         |
| Thanked candidate for participating in the assessment.   |          |         |

## Instructions for Recording Competency

### *Specifications for Recording Competency*

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

## Instructions for Different Assessment Methods

### *Specifications for Work Project Assessment*

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):  
 “At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.  
 These work projects are part of the formal assessment for the unit of competency titled X:
- You are required to complete these activities:
  - a) *Using the 'X' method of assessment*
  - b) *At 'X' location*
  - c) *You will have 'X time period' for this assessment*
- You are required to compile information in a format that you feel is appropriate to the assessment
- Do you have any questions about this assessment?”
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Oral Question Assessment***

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):  
*“These oral questions are part of the formal assessment for the unit of competency titled X.*  
*There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.*  
*We have 60 minutes for this assessment.*
  - I will give you feedback at the end of the assessment
  - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    - a) Ticking PC or NYC, as appropriate
    - b) Entering 'Remarks' as required
    - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### **Specifications for Written Question Assessment**

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

*“These written questions are part of the formal assessment for the unit of competency titled X.*

*There are X questions and you are required to answer all of them to the best of your ability.*

*You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.*

*Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.*

*We have X time for this assessment:*

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Observation Checklist***

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

### ***Specifications for Third Party Statement***

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

## Competency Standard

|  |  |                          |
|--|--|--------------------------|
| <b>UNIT TITLE:</b> PREPARE BAKERY PRODUCTS FOR PATISSERIE  |  | <b>NOMINAL HOURS:</b> 50 |
| <b>UNIT NUMBER:</b> D1.HPA.CL4.10  |  |                          |
| <b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required by cooks, chefs and patissiers to prepare, display and store a range of high quality bakery products in commercial food production environments   |  |                          |
| <b>ELEMENTS AND PERFORMANCE CRITERIA</b>   | <b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>  |                          |
| <p><b>Element 1: Prepare a variety of bakery products</b></p> <p><b>1.1</b> Select required <i>commodities</i> according to <i>establishment type/style</i>, recipe and production requirements</p> <p><b>1.2</b> Prepare a <i>variety of bakery products</i> to desired <i>product characteristics</i></p> <p><b>1.3</b> Produce a <i>variety of bakery products</i> according to standard recipes and enterprise standards</p> <p><b>1.4</b> Use appropriate <i>equipment</i> to prepare and bake bakery products</p> <p><b>1.5</b> Use correct <i>techniques</i> to produce bakery products to enterprise standards</p> <p><b>1.6</b> Bake bakery products to <i>enterprise requirements and standards</i></p> <p><b>1.7</b> Select correct <i>oven conditions</i> for baking bakery products</p> <p><b>1.8</b> Prepare a <i>variety fillings, coatings/icing and decorations</i> for bakery products</p> | <p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors that are responsible for preparing bakery products for patisserie within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Commodities</i> may include:</p> <ul style="list-style-type: none"> <li>• Flours</li> <li>• Sugars</li> <li>• Fruits</li> <li>• Nuts</li> <li>• Eggs</li> <li>• Milk</li> </ul> |                          |

**Element 2: Decorate and present/display bakery products**

- 2.1** Decorate bakery products using *coating, icing, and decorations* to according to standard recipes and/or enterprise standards and/or customer requests
- 2.2** Present/display bakery products to enterprise standards using appropriate *service equipment*

**Element 3: Store bakery products**

- 3.1** Store at *correct temperature and conditions of storage*
- 3.2** Maintain maximum eating quality, appearance and freshness

- Cream
- Gelatine
- Flavourings and essences
- Chocolate
- Fats.

Establishment type/style could include:

- Hotels
- Restaurants
- Brasseries
- Bistro
- Café
- Coffee shop
- Patisserie, pastry shop
- Commercial or industrial catering operations
- Function venues.

*Variety of bakery products may include:*

- Savoury and sweet breakfast items
- Specialty breakfast items
- Lunch and dinner rolls
- Sweet yeast
- Festive baking, specific to cultural feasts and celebrations
- Health and diet specific items, e.g. Gluten free, fat free.

Product characteristics is related to:

- Colour
- Consistency and texture
- Moisture content
- Mouth feel and eating properties
- Appearance.

*Equipment* may include:

- Ovens
- Trays
- Racks
- Bowls
- Mixing machine
- Scales
- Rings, tins, moulds
- Fridge, freezer
- Blenders
- Dough break
- Rolling pin
- Piping bags and nozzles
- Wooden spoons
- Cutters.

*Techniques* should include:

- Beating
- Whisking
- Folding
- Rolling
- Laminating
- Creaming
- Kneading
- Incorporating fat.

*Enterprise requirements and standards* should relate to:

- Scale to correct weight
- Colour
- Consistency
- Texture
- Moisture
- Mouth feel
- Appearance
- Saleability.

*Oven conditions* may be related to:

- Colour
- Shape
- Crust structure

- Temperature
- Rack position
- Cooking times
- Moisture.

*Fillings and coatings/icing and decorations may include:*

- Fruits
- Biscuits
- Chocolate
- Flowers and leaves
- Herbs
- Croquant
- Creams
- Glazes
- Icings
- Icing sugar or chocolate powder
- Fruit sauces
- Nuts and dried fruits
- Jams
- Mousses
- Custards
- Jellies
- Meringue
- Ganache.

Service equipment may include:

- Ceramics
- Glass
- Crystal
- Mirrors
- Trays
- Croquant stands
- Sugar work stands
- Chocolate stands
- Display cabinets.

*Store at correct temperature and conditions of storage may relate to:*

- Away from strong odours
- Appropriate containers
- Labelling
- Cool room temperature
- Cool room placement
- Length of time in cool storage
- Freezer temperature
- Length of time in freezer storage.

**Assessment Guide**

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the quality characteristics of bakery products, including classical, modern/contemporary and culturally specific
- Knowledge of the appropriate quality indicators, such as taste, texture, structure, shape and size to industry and/or enterprise standards
- Knowledge of the principles of the production of bakery products
- Ability to maintain hygiene and food safety requirements
- Knowledge of commodities
- Knowledge of the historical and cultural aspects of bakery products and their role on the menu and in the industry.

**Linkages To Other Units**

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Prepare and store food
- Work effectively with colleagues and customers
- Maintain strategies for safe food
- Present and display food products
- Apply basic techniques of commercial cookery
- Other food units as appropriate, pastry, cakes, yeast goods, desserts, buffet, food service operation.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Knowledge of the varieties and characteristics of bakery products classifications, including classical and modern, size, shape, structure and assembly, according to industry and enterprise standards
- Demonstration of commodity knowledge including quality aspects
- Demonstrated ability to safely and hygienically handle products
- Knowledge of specific terminology related to bakery products
- Demonstrated ability to prepare a variety of bakery products from at least six different recipes and cultural backgrounds
- Demonstration of creative and artistic skills in preparation, decoration and display of bakery products
- Demonstrated ability to store a range of bakery products to industry and enterprises standards
- Knowledge of appropriate portion control.

**Context of Assessment**

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of the preparation, decoration and display of bakery products within typical workplace conditions and timeframes either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individuals work area or area of responsibility
- Demonstration of skills on more than one occasion.

|  |  |              |  |
|--|--|--------------|--|
|  | <p><b>Resource Implications</b></p> <p>Training and assessment must include access and use to a fully equipped commercial kitchen, use of real ingredients and service equipment.</p> <p><b>Assessment Methods</b></p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work</li> <li>• Sampling of dishes prepared by the student.</li> </ul> <p><b>Key Competencies in this Unit</b></p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p> |              |  |
|  | <b>Key Competencies</b>  | <b>Level</b> | <b>Examples</b>  |
|  | Collecting, organising and analysing information   | 2            | Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; select and obtain commodities; organise ingredients and task sheets |
|  | Communicating ideas and information  | 1            | Share information with other kitchen, floor service staff; read recipes, menus, instructions and orders  |

|  |   |   |   |
|--|---|---|---|
|  | Planning and organising activities      | 2 | Work within time constraints in a logical sequence; plan logical and efficient sequence and timing of tasks                   |
|  | Working with others and in teams        | 1 | Work cooperatively with other team members  |
|  | Using mathematical ideas and techniques | 1 | Calculate quantities and portions against standard recipes and/or menu requirements   |
|  | Solving problems                        | 1 | Identify and correct problems in the preparation and production of products, such as ingredient quality and equipment failure |
|  | Using technology                        | 1 | Using of mechanical kitchen equipment including weighing equipment  |

## Oral Questions

|                           |   |
|---------------------------|---|
| <b>Student name</b>       |   |
| <b>Assessor name</b>      |   |
| <b>Location/venue</b>     |   |
| <b>Unit of competency</b> | Prepare bakery products for patisserie<br>D1.HPA.CL4.10   |
| <b>Instructions</b>       | <ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol> |

| Questions   | Response                 |                          |
|---|--------------------------|--------------------------|
|   | PC                       | NYC                      |
| 1. What factors will influence your selection of ingredients by type and quantity for the preparation of bakery products? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Identify four different bakery products and describe their desired product characteristics.                            | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions   | Response                 |                          |
|---|--------------------------|--------------------------|
|   | PC                       | NYC                      |
| 3. Identify two different varieties of bakery products and describe the production process for each.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. For the two bakery identified in your answer to the previous question, identify the equipment you use in the production process and the role of each item.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Give me an example of when each of the following three techniques would/could be used as part of the production process for bakery products for patisserie: beating; laminating; creaming. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions   | Response                 |                          |
|---|--------------------------|--------------------------|
|   | PC                       | NYC                      |
| 6. Tell me about enterprise requirements and standards which might apply to the production of bakery goods for patisserie.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Using an example illustrate how correct oven conditions are important when baking bakery products.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Name one filling and one coating which could be used with bakery products and explain how to prepare and use each of them. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions   | Response                 |                          |
|---|--------------------------|--------------------------|
|   | PC                       | NYC                      |
| 9. Tell me about one situation where you have decorated bakery products to a customer/enterprise need: what were the decoration requirements? What did you do to ensure you met these requirements? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Tell me about possible enterprise standards for the display of bakery products to optimise sales and appearance.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Describe the conditions which should apply to the storage of bakery products.   | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions  | Response                 |                          |
|--|--------------------------|--------------------------|
|  | PC                       | NYC                      |
| 12. What can be done to optimise quality, appearance and freshness of bakery products stored on the premises for future use? | <input type="checkbox"/> | <input type="checkbox"/> |



# Written Questions

## Prepare bakery products for patisserie – D1.HPA.CL4.10

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. Name 8 commodities that can be used to produce bakery products.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Approximately, how much starch is there in wheat flour?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Name 2 factors that influence the behaviour of flour.

\_\_\_\_\_  
\_\_\_\_\_

4. What is gluten?

\_\_\_\_\_  
\_\_\_\_\_

5. Name 3 varieties of bakery products.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How could they differ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Name 3 breakfast items.

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8. Name 3 festive baking items.

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9. List 3 type of bread rolls.

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10. What is the shape of Panettone?

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11. When do they use Tsoureki breads in Greece?

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12. What is the difference between English style muffins and American style muffins.

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13. Describe the environment in a proofer.

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14. Why is it called a proofer?

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15. What is the role of a retarder?

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16. Name 4 skills that have to be developed by the technician.

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17. What is the measure of good baking?

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18. Name 5 ways of maintaining consistency in product.

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19. Name 2 ways product is sold.

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20. What are the customers look for when they come back to purchase your product?

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21. Name 2 characteristics that make a product taste good.

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22. In what type of oven do you cook dough with a high sugar content?

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23. What is the recommended temperature range for baking bread?

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24. What is Crème patisserie?

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25. What are the two (2) main ingredients in Ganache?

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26. Name two decorating ingredients for bakery products.

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# Answers to Written Questions

## Prepare bakery products for patisserie – D1.HPA.CL4.10

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

**1. Name 8 commodities that can be used to produce bakery products.**

Flour, sugar, chocolate and cocoa products, milk and dairy products, eggs, nuts, flavourings and essences, gelling agents, fats oils margarines, fruits, fresh and dried.

**2. Approximately, how much starch is there in wheat flour?**

65% – 70%.

**3. Name 2 factors that influence the behaviour of flour.**

- (1) Quantity and quality of the gluten
- (2) Diastatic capacity, the ability to change starch into sugars to provide food for the yeast to ferment through enzymatic activity.

**4. What is gluten?**

A combination of 2 proteins when flour is hydrated. Glutinen and gliaden bond together to form Gluten. This is then developed by the mixing process to give elasticity and extensibility to the dough.

**5. Name 3 varieties of bakery products.**

- Savoury and sweet breakfast items
- Specialty breakfast items
- Lunch and dinner rolls
- Sweet yeast
- Festive baking, specific to cultural feasts and celebrations
- Health and diet specific items, e.g. Gluten free, fat free.

**6. How could they differ?**

- Size
- Amount of nuts in a dough
- Amount of eggs in a dough.

**7. Name 3 breakfast items.**

- Croissants and Danish pastries
- Muffins; American and English Style
- Crumpets
- Pancakes
- Scones.

**8. Name 3 festive baking items.**

- Greek Easter bread
- Stollen
- Baba
- Grittibanz
- Gingerbread
- Hot cross buns.

**9. List 3 type of bread rolls.**

- Round
- Crescent
- Kaiser rolls
- Oval
- Cannon.

**10. What is the shape of Panettone?**

Tall cylindrical fruit bread.

**11. When do they use Tsoureki breads in Greece?**

At major religious festivals.

**12. What is the difference between English style muffins and American style muffins?**

- English; yeast raised
- American; chemical aerated, baking powder or baking soda.

**13. Describe the environment in a proofer.**

Warm (36°C) and humid (85%).

**14. Why is it called a proofer?**

The product is placed in there to proof or prove. (Proved to be good).

**15. What is the role of a retarder?**

To stop or slow down the fermentation process until the yeast product is needed.

**16. Name 4 skills that have to be developed by the technician.**

- Beating
- Blending
- Whisking
- Folding
- Rolling
- Laminating
- Kneading.

**17. What is the measure of good baking?**

Everything must be weighed for consistency.

**18. Name 5 ways of maintaining consistency in product.**

- Correct weighing of Ingredients
- Formula balance
- Bakery products are consistent when formula balance is maintained.
- Scaling weights accurately
- Mixing the dough/batter the same every time
- Cutting or weighing to correct size
- Moulding to correct shape
- Baking the same every time.

**19. Name 2 ways product is sold**

- By portion, each
- By weight, kg, gram.

**20. What are the customers look for when they come back to purchase your product?**

That it is the same as the last time they purchased the product.

**21. Name 2 characteristics that make a product taste good.**

- Mouth feel
- Flavour.

**22. In what type of oven do you cook dough with high sugar content?**

Low heat oven.

**23. What is the recommended temperature range for baking bread?**

180°C – 250°C.

**24. What is Crème patisserie?**

- A starch thickened liquid, normally milk that has been flavoured with sugar and flavourings
- Baker's custard.

**25. What are the two (2) main ingredients in Ganache?**

- Chocolate
- Cream.

**26. Name two decorating ingredients for bakery products.**

- Roasted nuts
- Coloured fondant.

**27. How might bakery products be displayed in a restaurant? (Give 2 examples)**

From behind the counter or from a buffet trolley.

**28. What is best temperature to store morning goods?**

Room temperature.

**29. What is the best way to maintain freshness in Bakery goods?**

Make on a daily basis.

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# Observation Checklist

|                             |   |
|-----------------------------|---|
| <b>Student name</b>         |   |
| <b>Assessor name</b>        |   |
| <b>Location/venue</b>       |   |
| <b>Unit of competency</b>   | Prepare bakery products for patisserie<br>D1.HPA.CL4.10   |
| <b>Dates of observation</b> |   |
| <b>Instructions</b>         | <ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Prepare a variety of bakery products</li> <li>b) Decorate and present/display bakery products</li> <li>c) Store bakery products</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol> |

| <b>Did the candidate</b>  | <b>Yes</b>               | <b>No</b>                |
|---|--------------------------|--------------------------|
| <b>Element 1: Prepare a variety of bakery products</b>  |                          |                          |
| Select required commodities according to establishment type/style, recipe and production requirements | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepare a variety of bakery products to desired product characteristics                               | <input type="checkbox"/> | <input type="checkbox"/> |
| Produce a variety of bakery products according to standard recipes and enterprise standards           | <input type="checkbox"/> | <input type="checkbox"/> |
| Use appropriate equipment to prepare and bake bakery products   | <input type="checkbox"/> | <input type="checkbox"/> |
| Use correct techniques to produce bakery products to enterprise standards                             | <input type="checkbox"/> | <input type="checkbox"/> |
| Bake bakery products to enterprise requirements and standards   | <input type="checkbox"/> | <input type="checkbox"/> |
| Select correct oven conditions for baking bakery products   | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepare a variety fillings, coatings/icing and decorations for bakery products                        | <input type="checkbox"/> | <input type="checkbox"/> |

| <b>Element 2: Decorate and present/display bakery products</b>   |                          |                          |
|--|--------------------------|--------------------------|
| Decorate bakery products using coating, icing, and decorations to according to standard recipes and/or enterprise standards and/or customer requests | <input type="checkbox"/> | <input type="checkbox"/> |
| Present/display bakery products to enterprise standards using appropriate service equipment  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Element 3: Store bakery products</b>  |                          |                          |
| Store at correct temperature and conditions of storage   | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintain maximum eating quality, appearance and freshness  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Did the student's overall performance meet the standard?</b>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Feedback to student and trainer/assessor</b>  |                          |                          |
| <b>Strengths:</b>  |                          |                          |
|  |                          |                          |
| <b>Improvements needed:</b>  |                          |                          |
|  |                          |                          |

**General comments:**

|                            |  |             |  |
|----------------------------|--|-------------|--|
| <b>Candidate signature</b> |  | <b>Date</b> |  |
| <b>Assessor signature</b>  |  | <b>Date</b> |  |



# Third Party Statement

|   |   |                          |                          |
|---|---|--------------------------|--------------------------|
| <b>Student name:</b>  |   |                          |                          |
| <b>Name of third party:</b>   |   | <b>Contact no</b>        |                          |
| <b>Relationship to student:</b>   | <input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other<br>Please specify: _____<br>Please do not complete the form if you are a relative, close friend or have a conflict of interest] |                          |                          |
| <b>Unit of competency:</b>  | Prepare bakery products for patisserie<br>D1.HPA.CL4.10   |                          |                          |
| The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.<br>Please answer these questions as a record of their performance while working with you.<br>Thank you for your time. |   |                          |                          |
| <b>Do you believe the trainee has demonstrated the following skills?</b><br><i>(tick the correct response]</i>  | <b>Yes</b>  | <b>No</b>                | <b>Not sure</b>          |
| Selects the ingredients for preparation of nominated bakery products for patisserie   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepares required bakery products for patisserie to enterprise requirements, customer preference and/or standard recipes as applicable  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses correct equipment and techniques including correct/appropriate oven conditions to produce saleable bakery products   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepares and applies a range of fillings, coating, icings, glazes and decorations for bakery products as required/appropriate   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| Presents and displays bakery products effectively and attractively  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| Stores bakery products to minimise waste and optimise quality, appearance and freshness   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |

**Comments/feedback from Third Party to Trainer/Assessor:**

|  |  |
|--|--|
|  |  |
|--|--|

**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

|  |   |               |
|--|---|---------------|
| <b>Name of Student</b>   |   |               |
| <b>Name of Assessor/s</b>  |   |               |
| <b>Unit of Competency</b>  | Prepare bakery products for patisserie          | D1.HPA.CL4.10 |
| <b>Date assessment commenced</b>   |   |               |
| <b>Date assessment finalised</b>   |   |               |
| <b>Assessment decision</b>   | Pass Competent / Not Yet Competent (Circle one) |               |
| <b>Follow up action required</b><br>(Insert additional work and assessment required to achieve competency) |   |               |
| <b>Comments/observations by assessor/s</b>   |   |               |

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

| Element & Performance Criteria  | Observation of skills | 3rd Party Statement | Oral Questions | Written Questions | Work Projects | Other |
|---|-----------------------|---------------------|----------------|-------------------|---------------|-------|
| <b>Element 1: Prepare a variety of bakery products</b>  |                       |                     |                |                   |               |       |
| Select required commodities according to establishment type/style, recipe and production requirements |                       |                     |                |                   |               |       |
| Prepare a variety of bakery products to desired product characteristics                               |                       |                     |                |                   |               |       |
| Produce a variety of bakery products according to standard recipes and enterprise standards           |                       |                     |                |                   |               |       |
| Use appropriate equipment to prepare and bake bakery products   |                       |                     |                |                   |               |       |
| Use correct techniques to produce bakery products to enterprise standards                             |                       |                     |                |                   |               |       |
| Bake bakery products to enterprise requirements and standards   |                       |                     |                |                   |               |       |
| Select correct oven conditions for baking bakery products   |                       |                     |                |                   |               |       |
| Prepare a variety fillings, coatings/icing and decorations for bakery products                        |                       |                     |                |                   |               |       |

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

| Element & Performance Criteria   | Observation of skills | 3rd Party Statement | Oral Questions | Written Questions | Work Projects | Other |
|--|-----------------------|---------------------|----------------|-------------------|---------------|-------|
| <b>Element 2: Decorate and present/display bakery products</b>   |                       |                     |                |                   |               |       |
| Decorate bakery products using coating, icing, and decorations to according to standard recipes and/or enterprise standards and/or customer requests |                       |                     |                |                   |               |       |
| Present/display bakery products to enterprise standards using appropriate service equipment  |                       |                     |                |                   |               |       |
| <b>Element 3: Store bakery products</b>  |                       |                     |                |                   |               |       |
| Store at correct temperature and conditions of storage   |                       |                     |                |                   |               |       |
| Maintain maximum eating quality, appearance and freshness  |                       |                     |                |                   |               |       |
| <b>Candidate signature:</b>  |                       |                     | <b>Date:</b>   |                   |               |       |
| <b>Assessor signature:</b>   |                       |                     | <b>Date:</b>   |                   |               |       |





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